



# Relationship & Sex Education Policy

<b>Document Version</b>	<b>Version 1.0</b>
<b>Date of Last Review</b>	<i>10<sup>th</sup> January 2023</i>
<b>Next Review Date</b>	<i>10<sup>th</sup> January 2024</i>
<b>Approving Body</b>	<i>Board of Governors</i>
<b>Document Author</b>	<b>Will Chitty - Principal</b>

## Revisions Log

<b>Date</b>	<b>Pages/Whole Document</b>	<b>Description of Change</b>	<b>Origin of Change (e.g. Routine Update, request for Review)</b>

# Contents

1. Aims
  2. Statutory requirements
  3. Policy development
  4. Definition
  5. Curriculum
  6. Delivery of RSE
  7. Use of external organisations and materials
  8. Roles and responsibilities
  9. Parents' right to withdraw
  10. Training
  11. Monitoring arrangement
- Appendix 1: 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 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
- › To provide accurate information about, and understanding of, SRE issues
- › To dispel myths

## 2. Statutory requirements

[Children and Social Work Act 2017.](#)

As a maintained secondary school, we must provide RSE to all pupils under 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](#).

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)

- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Crewe UTC we teach RSE as set out in this policy.

### 3. Policy development

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

1. Review – a member of staff pulled together all relevant information including relevant national and local guidance
2. Consultation – A working group of staff were given the opportunity to look at the policy and make recommendations
3. Pupil consultation – we investigated what exactly pupils want from their RSE
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 RSE 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 pupils and staff, and taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils 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 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 religious education (RE).

Across both Key Stages, students will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required

- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

These skills are taught within the context of family life.

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

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 make sure 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 and 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).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

## 6.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
  - Safe and supported
  - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
  - A whole-class setting
  - Small groups or targeted sessions
  - 1-to-1 discussions
  - Digital formats
- Give careful consideration to the level of differentiation needed

## 6.2 Use of resources

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

## 7. Use of external organisations and materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
  - Are age-appropriate
  - Are in line with pupils' developmental stage
  - Comply with:
    - This policy
    - The [Teachers' Standards](#)
    - The [Equality Act 2010](#)
    - The [Human Rights Act 1998](#)
    - The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
  - What they're going to say
  - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers

- › Check the agency’s protocol for taking pictures or using any personal data they might get from a session
- › Remind teachers that they can say “no” or, in extreme cases, stop a session
- › Make sure that the teacher is in the room during any sessions with external speakers

We **won’t**, under any circumstances:

- › Work with external agencies that take or promote extreme political positions
- › Use materials produced by such agencies, even if the material itself is not extreme

## 8. Roles and responsibilities

### 8.1 The governing board

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

### 8.2 The Principal

The Principal is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE.

### 8.3 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.

### 8.4 Pupils

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

## 9. 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 Principal will discuss the request with parents and take appropriate action.

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

## **10. Training**

Staff are trained on the delivery of SRE and it is included in our continuing professional development sessions for staff who require it.

The Principal 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.

## **11. Monitoring arrangements**

The delivery of RSE is monitored by Alexandria Brown through:

Lesson planning scrutinies, learning walks, lesson observations and student focus groups.

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

This policy will be reviewed by Rebecca Whim, the Vice Principal annually. At every review, the policy will be approved by Principal

## Appendix 1: Curriculum map

### Relationships and sex education curriculum map

<b>KS4 Overview 2023-24: PSHE &amp; Life Skills</b>	
<b>Year 10</b>	<b>Year 11</b>
<b>7 weeks</b>	<b>7 Weeks</b>
<p><u>Health and Wellbeing - Mental health (7 Lessons)</u></p> <p><u>LO:</u></p> <ul style="list-style-type: none"> <li>• How to manage challenges during adolescence</li> <li>• How to reframe negative thinking</li> <li>• Strategies to promote mental health and emotional wellbeing</li> <li>• About the signs of emotional or mental ill-health</li> <li>• How to access support and treatment</li> <li>• About the portrayal of mental health in the media</li> <li>• How to challenge stigma, stereotypes and misinformation</li> </ul>	<p><u>Next Steps (7 Lessons)</u></p> <p><u>LO:</u></p> <ul style="list-style-type: none"> <li>• How to use feedback constructively when planning for the future</li> <li>• How to set and achieve SMART targets</li> <li>• Effective revision techniques and strategies</li> <li>• About options post-16 and career pathways</li> <li>• About application processes, including writing CVs, personal statements and interview technique</li> <li>• How to maximise employability, including managing online presence and taking opportunities to broaden experience</li> <li>• About rights, responsibilities and challenges in relation to working part time whilst studying</li> <li>• How to manage work/life balance</li> </ul>
<b>8 weeks</b>	<b>8 weeks</b>
<p><u>Relationships and Sex Education (RSE) (8 Lessons)</u></p> <p><u>LO:</u></p> <ul style="list-style-type: none"> <li>• About relationship values and the role of pleasure in relationships</li> <li>• About myths, assumptions, misconceptions and social norms about sex, gender and relationships</li> <li>• About the opportunities and risks of forming and conducting relationships online</li> <li>• How to manage the impact of the media and pornography on sexual attitudes, expectations and behaviours</li> <li>• About the ethical and legal implications in relation to consent, including manipulation, coercion, and capacity to consent</li> </ul>	<p><u>Communication in Relationships (RSE) (4 Lessons)</u></p> <p><u>LO:</u></p> <ul style="list-style-type: none"> <li>• About core values and emotions</li> <li>• About gender identity, gender expression and sexual orientation</li> <li>• How to communicate assertively</li> <li>• How to communicate wants and needs</li> <li>• How to handle unwanted attention, including online</li> <li>• How to challenge harassment and stalking, including online</li> </ul>



<ul style="list-style-type: none"> <li>• How to recognise and respond to pressure, coercion and exploitation, including reporting and accessing appropriate support</li> <li>• How to recognise and challenge victim blaming</li> <li>• About asexuality, abstinence and celibacy</li> </ul>	<ul style="list-style-type: none"> <li>• About various forms of relationship abuse</li> <li>• About unhealthy, exploitative and abusive relationships</li> <li>• How to access support in abusive relationships and how to overcome challenges in seeking support</li> </ul> <p><u>Families (RSE) (4 Lessons)</u></p> <p><u>LO:</u></p> <ul style="list-style-type: none"> <li>• About different types of families and changing family structures</li> <li>• How to evaluate readiness for parenthood and positive parenting qualities</li> <li>• About fertility, including how it varies and changes</li> <li>• About pregnancy, birth and miscarriage</li> <li>• About unplanned pregnancy options, including abortion</li> <li>• About adoption and fostering</li> <li>• How to manage change, loss, grief and bereavement</li> <li>• About 'honour based' violence and forced marriage and how to safely access support</li> </ul>
<b>6 Weeks</b>	<b>6 Weeks</b>
<p><u>Life Skills – Cooking (6 Lessons)</u></p> <ol style="list-style-type: none"> <li>1. Pizza</li> <li>2. Granola bars / Flapjack</li> <li>3. Sausage Rolls</li> <li>4. Cold Pasta Dish</li> <li>5. Bacon/Tomato and Cheese Twists</li> <li>6. Shortbread</li> </ol> <p><u>LO:</u></p> <ul style="list-style-type: none"> <li>• Focusing on budgeting</li> <li>• Basic cooking skills</li> <li>• Weighing and measuring (Maths)</li> <li>• Healthy and unhealthy foods</li> <li>• Looking at allergies</li> <li>• Food packaging and environmental issues.</li> </ul>	<p><u>Life Skills – Cooking (3 Lessons)</u></p> <ol style="list-style-type: none"> <li>1. Breakfast Muffins</li> <li>2. Calzone Pizza</li> <li>3. Shortbread</li> </ol> <p><u>Health and Wellbeing – Building for the Future (3 Lessons)</u></p> <p><u>LO:</u></p> <ul style="list-style-type: none"> <li>• How to manage the judgement of others and challenge stereotyping</li> <li>• How to balance ambition and unrealistic expectations</li> <li>• How to develop self-efficacy, including motivation, perseverance and resilience</li> <li>• How to maintain a healthy self-concept</li> </ul>

	<ul style="list-style-type: none"> <li>• About the nature, causes and effects of stress</li> <li>• Stress management strategies, including maintaining healthy sleep habits</li> <li>• About positive and safe ways to create content online and the opportunities this offers</li> <li>• How to balance time online</li> </ul>
<b>6 Weeks</b>	<b>6 Weeks</b>
<p><u>Work Experience (Prep) (6 Lessons)</u></p> <p><u>LO:</u></p> <ul style="list-style-type: none"> <li>• How to evaluate strengths and interests in relation to career development</li> <li>• About opportunities in learning and work</li> <li>• Strategies for overcoming challenges or adversity</li> <li>• about responsibilities in the workplace</li> <li>• How to manage practical problems and health and safety</li> <li>• How to maintain a positive personal presence online</li> <li>• How to evaluate and build on the learning from work experience</li> </ul>	<p><u>Life Skills – Finance (6 Lessons)</u></p> <p><u>LO:</u></p> <ul style="list-style-type: none"> <li>• How to effectively budget and evaluate savings options</li> <li>• How to prevent and manage debt, including understanding credit rating and pay day lending</li> <li>• How data is generated, collected and shared, and the influence of targeted advertising</li> <li>• How thinking errors, e.g. gambler’s fallacy, can increase susceptibility to gambling</li> <li>• Strategies for managing influences related to gambling, including online</li> <li>• About the relationship between gambling and debt</li> <li>• About the law and illegal financial activities, including fraud and cybercrime</li> <li>• How to manage risk in relation to financial activities</li> </ul>
<b>6 Weeks</b>	<b>6 Weeks</b>
<p>1. (Work Experiment placement Week)</p> <p><u>Addressing extremism and radicalisation (5 Lessons)</u></p> <p><u>LO:</u></p> <ul style="list-style-type: none"> <li>• About communities, inclusion, respect and belonging</li> <li>• About the Equality Act, diversity and values</li> <li>• About how social media may distort, mis-represent or target information in order to influence beliefs and opinions</li> </ul>	<p><u>Health and Wellbeing – Exploring Influences (6 Lessons)</u></p> <p><u>LO:</u></p> <ul style="list-style-type: none"> <li>• About positive and negative role models</li> <li>• How to evaluate the influence of role models and become a positive role model for peers</li> <li>• About the media’s impact on perceptions of gang culture</li> <li>• About the impact of drugs and alcohol on individuals, personal safety, families and wider communities</li> </ul>

<ul style="list-style-type: none"> <li>• How to manage conflicting views and misleading information</li> <li>• How to safely challenge discrimination, including online</li> <li>• How to recognise and respond to extremism and radicalisation</li> </ul>	<ul style="list-style-type: none"> <li>• How drugs and alcohol affect decision making</li> <li>• How to keep self and others safe in situations that involve substance use</li> </ul> <p>How to manage peer influence in increasingly independent scenarios, in relation to substances, gangs and crime</p> <ul style="list-style-type: none"> <li>• Exit strategies for pressurised or dangerous situations</li> <li>• How to seek help for substance use and addiction</li> </ul>
<b>7 Weeks</b>	<b>7 Weeks</b>
<p><u>Religious Education</u></p> <p><u>LO:</u></p> <ul style="list-style-type: none"> <li>• Make sense of a range of religious and non-religious beliefs.</li> <li>• Understand the impact and significance of religious and non-religious beliefs</li> <li>• Make connections between religious and non-religious beliefs, concepts, practices and ideas studied.</li> <li>• Learn about local, national and global contexts</li> </ul>	<p>Exams</p>

**Drop Down Days**

- RSE Sessions
- First Aid
- Speakers
- Mock Interviews

## 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>

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>
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	The named student will be taking part in all relationship's lessons and during the sex education lessons, alternative work will be provided.