

**Sex and Relationships Policy 2021**



**RESPONSIBILITY: Curriculum Leader RS & PSHE**

**IMPACT ASSESSMENT:**

**GOVERNING COMMITTEE: Curriculum**

**DATE: Summer Term 2021**

**NEXT REVIEW DATE: Summer Term 2022**

**RATIFIED: June 2021**

**WEBSITE:**

**RELATIONSHIP AND SEX EDUCATION POLICY**

**Rationale**

Longbenton High School has always been committed to providing a curriculum that helps student to succeed in life. Relationships and Sex Education (RSE) is plays a vital part in helping our student to go on to experience happy and safe relationships. Through RSE, students will learn the value of friendships, develop empathy, develop an understanding of all types of relationships and learn how to create safe boundaries.

**What is Relationship and Sex Education (RSE)?**

Relationship and Sex Education (RSE) aims to teach students how to develop healthy and safe relationships. In order for students to go on to lead a successful adult life, they must gain the knowledge and understanding of the Laws, risks, values, and support services relating to relationships. Within RSE, students will gain an age-appropriate understanding of family relationships, respectful friendships, the effects of online Media, intimate sexual relationships, sexual health and managing/identifying risks (being safe).

**What are the legal requirements relating to Relationship, Sex and Health Education?**

From September 2020 The Relationships Education, Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017 made RSE compulsory for all secondary school students.

The Secretary of State for Education stated that in an increasingly complex world, “children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.”

**How and when is Relationship and Sex Education taught at Longbenton High School?**

RSE, Health and Citizenship Education are delivered through the PSHE programme. Each week students will receive a PSHE session taught by their Form Tutors. For further information on the curriculum content, a breakdown of the RSE curriculum content and objectives for each Year Group has been outlined within this Policy. Along with dedicated weekly sessions, RSE and Health Education is embedded through our Weekly Themes, Assembly Programme, Tutor Time and Pastoral care. Furthermore, in order to create a knowledgeable and diverse curriculum we arrange for external agencies and charities to visit students to help deliver aspects of the curriculum through assemblies and workshops.

**Who is responsible for RSE provision?**

* The Headteacher is responsible for ensuring that RSE is taught appropriately, consistently and in line with statutory guidance across the school.
* The governing board reviews RSE provision and policy and are responsible for holding the Headteacher accountable for its implementation.
* The RS and PSHE Curriculum Leader is responsible for the planning and delivery of the RSE curriculum.
* Form Tutors will deliver the planned RSE curriculum and are therefore responsible for ensuring that they provide a safe space free from judgement. Teaching staff must provide facts and information to support students to succeed in life.
* Parents/carers are given the opportunity to reflect and make suggestions regarding the RSE curriculum. Parents and carers have a strong understanding of their child’s needs, therefore the opinions of parents and carers are valued.

**How will RSE content, be made accessible to all students (SEND provision)?**

Here at Longbenton High School, we recognise the importance of ensuring that RSE is made accessible to all students. Form Tutors who deliver RSE curriculum content have a strong understanding and awareness of student’s individual needs. Teaching staff recognise the importance of taking into account the maturity and emotional needs of the students in their care. Teachers liaise with the Curriculum Lead when there is a need to tailor content to meet specific needs of students with SEND. In the planning of the curriculum, the Curriculum Lead is supported by the SEN Coordinator, who will advise and ensure that the curriculum is accessible to all students.

**How are students safeguarded within RSE lessons?**

Within the RSE curriculum that is taught in PSHE lessons, students are exploring sensitive and challenging topics. At the start of lessons, students are made aware of the importance of boundaries, respect and confidentiality, and are also informed/reminded of our safeguarding procedure. Students are informed of who they can seek support from within school. Within lessons, students are signposted to safe and reliable services. Staff are trained regularly on our safeguarding policy to know how to identify any safeguarding concerns and how to report them.

**How often will the RSE policy be reviewed?**

This RSE Policy will be reviewed in the summer term of each academic year.

**What are parents/carers right to withdraw?**

Parents/carers do not have the right to withdraw their child from the Relationship and Health Education. However, parents/carers do have the right to withdraw their child from some or all aspects of Sex Education. Before granting the right to withdraw, parents/carers must write to Headteacher explaining their reasons for withdrawal. In exceptional circumstances where Sex Education at any level would not be viewed as appropriate, the parents’/carers’ right to withdraw will be granted.

**Relationship and Sex Education Curriculum Content**

**Year 7**

|  |  |
| --- | --- |
| **Topic** | **Objectives** |
| Families | * To know different types of families that exist in the UK. * To understand the changing nature of family life. * To appreciate and show tolerance towards different forms of families. * To understand different types of conflict that occur within families. * To discuss and explore ways to reduce conflict. |
| Respectful Relationships | * To identify characteristics of healthy and unhealthy relationships within friendships. * To identify what is bullying. * To recognise the effects of bullying. * To know how to seek support when experiencing bullying. * To know and identify different forms of abuse. * To recognise abusive behaviours. * To know where to seek support relating to issues of abuse. |
| Online Media | * To know what is meant by e-safety. * To improve understanding on how to stay safe online. * To explore the impact of viewing harmful images and videos online. * To know how to report harmful incidents online. |
| Intimate Sexual Relationships and Health | * To know different views, laws and rights on gender. * To know and understand what it means to identify as heterosexual, bisexual, gay and asexual. * To appreciate different viewpoints on sexuality and gender. * To know the Law on sexuality in the UK. * To know the emotional changes relating to puberty. * To know the physical changes that occur during puberty. |
| Being Safe | * To understand what is meant by consent. * To explore boundaries within friendships and relationships. * To know what is meant by online consent. |

**Year 8**

|  |  |
| --- | --- |
| Topic | Objectives |
| Families | * To know the laws and legal rights of a married couple. * To explore the different types of marriage and the changing legal and social attitudes towards different types of marriage. * To know the difference between forced and arranged marriages. |
| Respectful Relationships | * To understand and recognise peer on peer abuse. * To reflect on the importance of boundaries within friendships. * To understand the dangers of peer pressure. * To know where and how to receive support relating to issues of abusive relationships from peers. |
| Online Media | * To know the online risks of sharing and receiving material. * To know the laws relating to online safety. * To know the risks that are posed online. * To know how to report harmful incidents online. |
| Intimate Sexual Relationships and Health | * The laws relation to LGB Rights. * The laws relating to Gender Rights and Equality. * To understand what is meant by Gender Transitioning. * To understand the effects on LGBTQ discrimination. |
| Being Safe | * To understand what is meant by coercion. * To know the consequences of coercing another person. * To explore boundaries within friendships and relationships. |

**Year 9**

|  |  |
| --- | --- |
| **Topic** | **Objectives** |
| Families | * To recap and review healthy family relationships and their importance. |
| Respectful Relationships | * To know the effects and harm caused by stereotypes (sex, gender, religion, sexuality, race and disability) * To know the Laws on prejudice and discrimination. * To understand and reflect on the effects of bullying and how to recognise common features of bullying. * To know what constitutes as abuse in various different types of relationships. |
| Online Media | * To recognise individual responsibility when commenting on social media platforms. * To understand the laws and consequences of online abuse. |
| Intimate Sexual Relationships and Health | * To know the scientific facts of reproduction. * To be aware of the different methods of contraception, what contraception is and purpose. |
| Being Safe | * To be aware of online responsibility in relation to online abuse, sharing and possessing images. * To identify risky behaviours. |

**Year 10**

|  |  |
| --- | --- |
| Topic | Objectives |
| Families | * To review and recap on the different types of families and the laws on marriage and divorce. |
| Respectful Relationships | * To identify features of healthy relationships. * To know and understand what Protected Characteristics are and the Equality Act 2010. |
| Online Media | * To review online safety and to understand how to control privacy settings. * To understand the dangers associated with data sharing. |
| Intimate Sexual Relationships and Health | * To know what coercive control is in a relationship. * How to recognise and check for consent. * Explore how to manage sexual pressure set by society and peers. * To explore in depth the meaning of LGBTQ and how these definition and identities have changed over time. |
| Being Safe | * To know the Laws on the age of consent. * To know the different sexually transmitted diseases, the short and long term health effects of STIs. * To know where to receive an STI test and what takes place during an STI test. |

**Year 11**

|  |  |
| --- | --- |
| **Topic** | **Objectives** |
| Respectful Relationships | * To explore the qualities of healthy relationships such as trust. |
| Online Media | * To know and understand the dangers on online grooming. * To understand the effects and pressure created by online media. |
| Intimate Sexual Relationships and Health | * To know what is meant by reproductive health and explore what effects reproductive health. * To know what are the different pregnancy choices. * To learn the effects of hormonal contraception. * To review sexual health and how to take care of sexual health. |
| Being Safe | * To know the Laws and consequences of abusive relationships. * To understand what is meant by sexual harassment and violence. * To know what Female Genital Mutilation (FGM) is and raise awareness and understanding of the issue. * To understand what is meant by Honour based violence. |