

## **1. Sex and Relationship Policy 2022-2024**

### **Guidance**

This policy has been developed to reflect the Department for Education's Relationships and Sex Education and Health Education curriculum, which became mandatory from September 2020. Implementation of the policy took place from Autumn 2019 and has most recently been reviewed in March 2022. The policy will be reviewed again in Spring 2024, and then every two years thereafter by members of the leadership team, PSHE Subject Leaders (both in the Primary and Senior sections), Governing Body and Staff.

This policy will be given to all members of the governing body and will be available to all teaching and non-teaching staff, as well as parents/carers through the school's website. We welcome and invite any parent or pupil input with regards to the policy and this will be taken into consideration throughout the policy's review and development process.

Our students follow a relationships and sex education curriculum that continues through all year groups and suitably reflects their experiences and maturity related to their key stage. Parents will be notified by text, the SIMS parent app, letter and/or in the whole-school posting before sex education is taught to their child(ren) and are welcome to review the content and resources used on request.

This document outlays the aims of sex and relationships education at all key stages with the policies applicable to infants, juniors and seniors. Policy points specifically relating to a particular key stage will be listed as such.

## **2. What Is Sex and Relationship Education (SRE)?**

Primary: Within primary, relationships education is tailored to the age and the physical and emotional maturity of the children. In the early primary school (foundation stage through to year 3) they focus on friendship, bullying and the building of self-esteem. The children will then move on to learning about puberty and how a baby is born, with each concept being tailored to each year group. We understand the importance of all children knowing about puberty before they experience the onset of physical changes. To meet the objectives of relationships education we have a graduated, age-appropriate programme called Jigsaw. We are considering the introduction of sex education to the year 6 PSHE programme, in line with the Department for Education guidance, and will consult parents on this before its delivery.

Secondary: SRE is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care for family life. It

involves acquiring information, developing skills and forming positive beliefs, values and attitudes. Students will be taught about different relationship dynamics, including the LGBT+ community, and how to identify and maintain healthy relationships.

### **3. Principles and Values**

Mayfield School believes that SRE should:

- Be an integral part of the lifelong learning process, beginning in early childhood and continuing into adult life.
- Be an entitlement for all young people.
- Encourage every pupil to contribute to our community and aim to support each individual as they grow and learn.
- Be set within this wider school context and support family commitment, love, respect, affection, knowledge and openness. Family is a broad concept; not just one model e.g. nuclear family. It includes a variety of types of family structure and acceptance of different approaches.
- Encourage pupils to share and respect each other's views. We are aware of different approaches to sexual orientation, without promotion of any particular family structure. The important values are love and respect.
- Generate an atmosphere where questions and discussion on relationships and sexual matters can take place without any stigma or embarrassment.
- Recognise that parents are the key people in teaching their children about sex, relationships and growing up. We aim to share information on topics taught and resources used appropriately, where requested.
- Recognise that the wider community has much to offer and we aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers.
- Empower students with age-appropriate skills and knowledge, to enable them to make responsible choices about their health, well-being, relationships and sexual health.

### **4. Sex and Relationship Education at Mayfield School has two main elements:**

#### **Attitudes and Values**

- Learning the importance of values, individual conscience and moral choices.

- Learning the value of family life, stable and loving relationships, and marriage.
- Learning about the nurture of children.
- Learning the value of respect, love and care.
- Exploring, considering and understanding moral dilemmas.
- Developing critical thinking as part of decision-making.
- Challenging myths, misconceptions and false assumptions about what should be considered 'normal' behaviour.
- Recognising the role of the media and social networking in offering perspectives on love, relationships, marriage and at senior school level, sex.

### **Personal and Social Skills**

- Learning to manage emotions and relationships confidently and sensitively.
- Developing self-respect and empathy for others.
- Learning to make choices with an absence of prejudice.
- Developing an appreciation of the consequences of choices made.
- Managing conflict.
- Empowering pupils with the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter).
- Developing a healthy respect for the risks of social media and possible exploitation via the internet.

## **5. Inclusion**

### *Ethnic and Cultural Groups*

We intend our policy to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular items in mixed groups. We will consider parental requests and concerns.

### *Pupils with Special Educational Needs*

We will ensure that all young people receive sex and relationship education, and we will offer provision appropriate to the particular needs of all our pupils, taking specialist advice where necessary.

### *Sexual Identity and Sexual Orientation*

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. Young people, whatever their developing sexuality, need to feel that sex and relationships education is relevant to them.

### *Equality Act (2010)*

We as a school have responsibilities under the Equalities Act and will ensure our activities are inclusive of all pupils, irrespective of SEND needs, race, nationality, pregnancy, sex, gender identity, maternity, religion or sexual orientation.

## **Primary curriculum**

### **6. Aims of Primary RSE**

At primary level, sex and relationships education is mainly explored through relationships so is often referred to as RSE as opposed to SRE at senior level.

The Primary RSE programme is age-appropriate, building knowledge and life skills over time in a way that prepares pupils for issues they will soon face including:

- Different types of relationships, including friendships, family relationships, different kinds of families and dealing with strangers.
- How to recognise, understand and build healthy relationships, including self-respect and respect for others, commitment, tolerance and boundaries.
- How to manage conflict, and also how to recognise unhealthy relationships.
- How relationships may affect health and wellbeing, including mental health.
- Maintaining healthy and safe relationships online.
- Puberty for boys and girls – My changing body.

### **7. Organisation and Content of Relationship Education in Primary section.**

The DfE have advised that the teaching of Relationships Education became compulsory from September 2020.

Currently our Relationships Education is delivered through the Jigsaw programme. Jigsaw is an innovative whole-school scheme of work that covers all the statutory requirements for relationships and health education. It is

designed to ensure pupils are taught the knowledge and life skills they will need to stay safe and develop healthy and supportive relationships as they grow up both in the physical and online worlds. Relationships Education is also developed through our assembly programme, our reward systems and other curriculum areas such as Science, Computing, English and Religious Education.

## **Senior curriculum**

### **8. Aims of Senior SRE**

The aim of Senior SRE is to provide balanced, factual information about human reproduction, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health. Our SRE programme is primarily delivered through PSHE lessons in key stage 3, and CPR (Citizenship, Philosophy and RE) lessons in key stage 4. Where appropriate, some relationships topics will also be delivered through the tutor programme. Our programme aims to prepare pupils for an adult life in which they can:

- Develop positive values and a moral framework that will guide their decisions, judgements and behaviour; have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want.
- Develop an understanding of how to discuss issues and resolve conflict within a relationship.
- Understand the consequences of their actions and behave responsibly within sexual relationships.
- Recognise unhealthy relationships and know how to get help where appropriate.
- Understand human sexuality, reproduction, sexual health, emotions and relationships.
- Understand the reasons for delaying sexual activity, making links to spiritual and religious choices that individuals make when considering sex and contraception.
- Recognise steps that can be taken to avoid unplanned pregnancy.
- Avoid all forms of exploitation or exploiting others including being pressured into unwanted or unprotected sex.
- Communicate effectively by developing appropriate terminology for sex and relationship issues.
- Develop awareness of their sexuality and understand human sexuality; challenge sexism and prejudice, and promote equality and diversity.
- Understand the arguments for delaying sexual activity.
- Understand the reasons for having protected sex.

- Have sufficient information and skills to protect themselves and, where they have one, their partner from uninvited/unwanted conceptions and sexually transmitted infections including HIV.
- Be aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary.
- Know how the law applies to sexual relationships.

## **9. Organisation and Content of Sex and Relationship Education in Secondary (years 7 to 11) education.**

Mayfield School specifically delivers Sex and Relationship Education through its PSHE Programme, RE and Science lessons at KS3 (years 7 to 9), and through CPR (Citizenship, Philosophy and RE) at KS4 (years 10 and 11).

Within the senior school much of the Sex and Relationship Education at Mayfield takes place within PSHE and CPR lessons. The PSHE and CPR Curriculums are delivered by a mixture of PSHE teachers and experienced teachers of other subjects. SRE lessons are set within the wider context of the PSHE and Curriculums and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also included. The Science National Curriculum is delivered by staff in the Science department. These lessons are more concerned with the physical aspects of development and reproduction, although the importance of relationships is not forgotten. Relationships aspects of SRE are also embedded within our tutor programme, which is delivered by tutors. This programme is delivered to vertical tutor groups and encourages kindness, acceptance and respect. PSHE Programme and Science National Curriculum are taught in every year.

External visitors will be called upon to help deliver or offer guidance on some aspects SRE. This will always be to compliment the existing PSHE programme and not to replace teacher led lessons.

Whilst SRE forms a part of many aspects of PSHE, there are some topics in which SRE is taught more explicitly than others. Below is an outline of topics in which SRE is most explicitly taught:

Year 7:

'Working with Others' unit - Students will learn about what it means to be a good citizen and the importance of working with those around us, as well as that they can expect to be treated with respect by others, and that in return they should show due respect to others.

'Relationships' unit – Students will consider the characteristics of positive and healthy friendships, including online friendships. Students will also learn about steps they can take to improve or support respectful relationships in a range of contexts.

'Growing up' unit – Students will learn about the changes that take place in puberty and why these changes happen. Students will also learn about the menstrual cycle and how this can affect people.

#### Year 8:

'Relationships and staying safe' unit – students will learn about different types of bullying, the impact of bullying and the responsibilities of bystanders to report it and get help. This will strengthen students' understanding of what healthy relationships are. Students will also consider the difference between relationships built online and those built in the physical world, as well as what the laws are in relation to sharing images of an indecent nature.

#### Year 9:

'Sex and Relationships' unit – Students will learn about different types of long-term relationships, including those which include marriage and the status of those who choose not to marry. Students will consider how to communicate and recognise consent in a range of contexts, including sexual consent and the legal age of consent, and how consent can be withdrawn. They will also consider the characteristics of positive and healthy relationships, including intimate relationships, built on mutual respect, consent, loyalty, trust, shared interests, sex and friendship. Building on this, they will learn that they have the choice to delay sex or enjoy intimacy without sex; the facts and full range of contraceptive choices available and where they are able to access these; facts around pregnancy and miscarriage; choices with regards to pregnancy (such as keeping the baby, adoption or abortion); how STIs are transmitted and how the risk of these can be reduced; and where they are able to get further advice with regards to sex and relationships.

#### Year 10:

Students do not directly study sex and relationships education in year 10, however they do study a 'medical ethics' unit within CPR, in which they consider different ethical views on some of the topics that they cover in year 9, such as abortion. They also consider the ethical views surrounding fertility treatments and what treatments are available.

#### Year 11:

'Relationships' unit – Students will consider what healthy relationships look like; that some behaviours within relationships are criminal, including violent and coercive behaviour. Students will also consider what sexual harassment and sexual violence are and why these are always unacceptable. Students will also learn that sexually explicit material such as pornography gives a distorted image of sexual behaviours, which can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners. They will also learn about sexting and the laws surrounding this, with a focus on the law that sharing and viewing indecent images of children is a criminal offence with serious penalties. Students will consider the concepts of, and laws relating to, sexual consent, exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can have lasting impacts on peoples' relationships.

All of the objectives outlined in the SRE units above are based on and taken from the DfE guidance for RSHE, which we have been required by law to be taught to students since September 2020.

Any SRE lesson may consider questions or issues that some pupils will find sensitive. Before embarking on these lessons, ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When pupils ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the pupils, the question may be dealt with individually at another time. Parents may also be informed if the teacher feels it would be inappropriate to answer a pupil's question, for example, because of its mature or explicit nature.

The PSHE team has developed lessons to include some more recent issues linked to social media, body image, FGM and contraception choices. In individual cases when extra support is required, pupils are referred to the designated safeguarding lead and they will refer pupils to outside agencies for targeted intervention.

## **10. Monitoring and Evaluation of Sex and Relationship Education**

The Governors are responsible for overseeing and requesting revision of the Sex and Relationship Education Policy where required.

Ofsted is required to evaluate and report on the spiritual, moral, social and cultural development of pupils. This includes evaluating and commenting on the school's sex and relationship education policy.

**Primary section (key stage 1 and 2)-** It is the responsibility of the Primary PSHE Co-ordinator to monitor and evaluate the quality of Relationships Education that is provided in the Primary section. This will include scrutiny of curriculum planning and lesson delivery and listening to the views of the staff and the children about the quality of provision. In addition, the Primary PSHE Co-ordinator will work closely with the PSHE Co-ordinator in Seniors, to ensure a smooth transition between the key stage 2 and 3 curriculum.

**Senior section (key stages 3 and 4)-** It is the responsibility of the PSHE Subject Leader to oversee and organise the monitoring and evaluation of PSHE, in the context of the overall school plans for monitoring the quality of teaching and learning. The PSHE programme will be treated as a subject department in this exercise, under which all departments undertake half termly Quality Assurance as planned by the Subject Leader.

## **11. Right of Withdrawal of Pupils from Sex and Relationship Education**

Some parents prefer to take the responsibility for aspects of this element of education. Parents have the right to request that their child(ren) be withdrawn from some or all of sex education delivered as part of the statutory SRE, up to and until three terms before the child turns 16. Parents are encouraged to discuss their decisions or concerns with staff at the earliest opportunity. Parents are welcome to review any SRE resources that the school uses.



Parents cannot withdraw their child from the sex education delivered as part of the Science Curriculum. There is also no right to withdraw from Relationships Education or Health Education at any key stage.

## **12. Confidentiality, Controversial and Sensitive Issues**

Teachers cannot offer unconditional confidentiality.

In a case where a teacher learns from a school aged child that they are having or contemplating sexual intercourse:

- the young person will be advised, if appropriate, to talk to parent/carer and if necessary to seek medical advice.
- child protection issues will be considered and referred if necessary to the designated safeguarding lead under the school's procedures.
- the young person will be properly counselled about contraception, including precise information about where young people can access contraception and advice services.

In any case where child protection procedures are followed, the teacher will ensure that the young person understands that if confidentiality has to be broken, they will be informed first.

Health professionals in school are bound by their codes of conduct in a one-to-one situation with an individual pupil, but in a classroom situation they must follow the school's confidentiality policy.