



Stoke Damerel Community College

Relationships and Sex Education policy (from 2020)

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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

We feel that RSE provides our pupils with the skills for their future as adults within our community. It will allow them to understand positive relationships and how to keep themselves physically and emotionally well as they develop through puberty and beyond.

2. Statutory requirements

Secondary academies, including free schools, insert:

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 Stoke Damerel we teach RSE as set out in this policy.

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 – a member of staff or working group 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/stakeholder consultation – parents and any interested parties 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

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, health curriculum and other aspects are included in the Modern Britain curriculum.

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

Students with SEND needs will be taught in appropriate grouping with trained members of staff.

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 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).

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.

The governing board will hold the Principal to account for the implementation of this policy.

The governing board has delegated the approval of this policy to local governing body (LGB)

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 non-statutory/non-science 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/non-science components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE will be provided with appropriate training to do so. They can discuss this with the PSHE lead or Principal.

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/non-science** 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 PSHE Lead and/or the Principal will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from sex education.

9. 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 PSHE 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 Simon Kelly through:

The normal college curriculum monitoring processes

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

This policy will be reviewed by Simon Kelly annually. At every review, the policy will be approved by LGB.

RSE Coverage across the Curriculum

Key

	Curriculum Collapse
	PSHE
	Modern Britain
	Additional Days
	Support Groups
	Science
	IT
	Assemblies

TOPIC	PUPILS SHOULD KNOW
Families	<ol style="list-style-type: none"> 1. That there are different types of committed, stable relationships  2. How these relationships might contribute to human happiness and their importance for bringing up children  3. 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  4. Why marriage is an important relationship choice for many couples and why it must be freely entered into  5. The characteristics and legal status of other types of long-term relationships  6. The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting  7. 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 
Respectful relationships, including friendships	<ol style="list-style-type: none"> 1. 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  2. Practical steps they can take in a range of different contexts to improve or support respectful relationships  3. 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)  4. 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  5. About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help  6. That some types of behaviour within relationships are criminal, including violent behaviour and coercive control  7. What constitutes sexual harassment and sexual violence and why these are always unacceptable  8. 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>Online and media</p>	<ol style="list-style-type: none"> 1. Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online  2. 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  3. Not to provide material to others that they would not want shared further and not to share personal material which is sent to them  4. What to do and where to get support to report material or manage issues online  5. The impact of viewing harmful content  6. 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  7. That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail  8. How information and data is generated, collected, shared and used online 
<p>Being safe</p>	<ol style="list-style-type: none"> 1. 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  2. 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>Intimate and sexual relationships, including sexual health</p>	<ol style="list-style-type: none"> 1. 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  2. 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  3. The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women  4. That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others  5. That they have a choice to delay sex or to enjoy intimacy without sex  6. The facts about the full range of contraceptive choices, efficacy and options available  7. The facts around pregnancy including miscarriage  8. 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)  9. 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  10. About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment  11. How the use of alcohol and drugs can lead to risky sexual behaviour  12. How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment 

Curriculum Map RSE

Key

Families	(F)
Respectful relationships, including friendships	(RRF)
Online and media	(O&M)
Being safe	(BS)
Intimate and sexual relationships, including sexual health	(ISR)

<u>Year 7</u>			
<p><u>Careers Education</u> <u>Introduction Module</u></p> <ul style="list-style-type: none"> ● Introduction to employment skills ● Personal skills recognition and reflection 	<p><u>Friendship (Cycle 1)</u></p> <ul style="list-style-type: none"> ● What makes a good friend? (RRF 1) ● Friends for life (RRF 2) ● Falling Out (RRF 4) ● What Makes a Good Teacher ● What Makes a Good Pupil ● What to do when things go wrong (RRF 4) 	<p><u>Emotional Literacy (Cycle 3)</u></p> <ul style="list-style-type: none"> ● What is emotional literacy (ISR 1) ● Self-awareness (ISR 2) 	<p><u>Risky Behaviour (Cycle 4)</u></p> <ul style="list-style-type: none"> ● How to stay safe online (BS 1) ● Road safety: the dangers of being a pedestrian or riding a bike ● Risk taking ● How and why we make decisions (ISR1)
<u>Year 8</u>			
<p><u>Careers Education</u> <u>Introduction Module</u></p> <ul style="list-style-type: none"> ● Introduction to employment skills ● Personal skills recognition and reflection 	<p><u>Consent (Cycle 1)</u></p> <ul style="list-style-type: none"> ● Introducing and recognising consent (RRF 1) ● Consent and the law (RRF 6) ● Avoiding assumptions relating to consent ● The right to withdraw consent ● Capacity to consent (BS 2) ● Persuasion, pressure and coercion (RRF) 	<p><u>Drugs and Alcohol Awareness (Cycle 3)</u></p> <ul style="list-style-type: none"> ● Drug effects and risks (ISR 1) ● The Laws ● Peer influences and pressure (F) ● Smoking and me ● Peer influence and refusal skills ● Peer mentoring 	<p><u>Building Resilience (Cycle 4)</u></p> <ul style="list-style-type: none"> ● achieve positive relationships with students ● build understanding and knowledge of students' individual strengths and challenges, hopes and aspirations ● support students to develop resilience in a way which is appropriate to their individual circumstances. (ISR 2)

Curriculum Collapse 2019-20 RSE Mapping

	Term 1	Term 2	Term 4	Term 5	Term 6
Year 7	Healthy Relationships Anti-Bullying and Resilience Postcard competition (RRF)	Healthy Lifestyles Well-being and medicine through the ages. Work conditions in Norman England Child Exploitation in Victorian Times National Health Service	Family through the ages. To look at the different types of family in the UK; To look at why we have families; To look at how families vary over time and place (RRF) (F)	Understanding Knife Crime a Plymouth Context.	Day of Difference Understanding difference and diversity.
Year 8	Keeping Safe in the digital world Session 1 - Looking at the Intro to E-Safety Session 2 - Online dangers and Risks	Careers Step into the NHS	STEAM Event Waste Busters	Who Cares Project Part 1 (RRF)	Who Cares Project Part 2

	<p>Session 3 - Social Media Pt 1</p> <p>Session 3 - Social Media Pt 2</p>				
Year 9	<p>Keeping Safe & County Lines</p> <p>Teaching young people about the dangers of County Lines activity and how to recognise the sign</p> <p>(BS)</p>	<p>Careers Project</p> <p>Careers - 3 pilot groups (Kate Gannon) 10 - 11</p> <p>Unifrog - Students to complete Personality quiz and Investigate career profiles.</p>	<p>Year 9 Community Project</p> <p>Hate Crime and prejudice based discrimination.</p> <p>(BS)</p>	<p>Prevent</p> <p>What is extremism and radicalisation?</p>	<p>Session 1</p> <p>Modern Britain PPE</p> <p>Session 2</p> <p>Understanding Self Harm (30 mins) Assembly</p>
Year 10	<p>Self Management PiXL Wellbeing</p> <p>Managing stressful situations</p> <p>Identifying what makes you stressed.</p> <p>Careers - 3 pilot groups (Kate</p>	<p>Wellbeing and Mental Health</p> <p>Wellbeing: Use of PiXL resources. Positive mindset & resilience (90 mins)</p> <p>November Curriculum</p>	<p>Modern Britain Exam Prep</p>	<p>Careers Introduction to Employers</p>	<p>LGBT+ Kirkland Rowell Survey Period 1</p> <p>Diversity Week</p> <p>Justforyou resources</p>

	<p>Gannon) 10 -</p>	<p>Collapse resources</p> <p>Work Experience research (30) Work Experience research</p>			
<p>Year 11</p>	<p>Revision skills - preparing for Year 11</p> <p>Revision techniques and how to prepare for exams.</p>	<p>World of Work - Skills development A variety of employers and local industries are visiting the college to work with year 11 of key skills employers are looking for in the world of work.</p>	<p>Sexual Health and Healthy Relationship</p> <p>Understanding what makes a healthy relationship.</p>	<p>Science Revision</p>	

Additional Coverage

Day	RSE Coverage
<ul style="list-style-type: none"> Day of Difference 	<ul style="list-style-type: none"> 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) 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
<ul style="list-style-type: none"> Child Assault Prevention (CAP) 	<ul style="list-style-type: none"> 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 About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help That some types of behaviour within relationships are criminal, including violent behaviour and coercive control
<ul style="list-style-type: none"> Healthy Relationships 	<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> LGBGTQ+ 	<ol style="list-style-type: none"> 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) 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
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