

Brine Leas School

Part The Cornovii Trust



RELATIONSHIPS AND SEX EDUCATION POLICY

Relationships and Sex Education (RSE) is a major aspect of our curriculum and students have an entitlement to experience RSE throughout their statutory education.

In all areas of human experience, a good base of knowledge and understanding is deemed necessary for informed opinions and decisions to be made - human sexuality is no exception. It is vital that students receive effective RSE before they become sexually active or put themselves at risk in other ways. It is also vital to correct prejudice and misinformation which may affect relationships with others both now and in the future. The importance of sexual relationships in all our lives is such that RSE has a crucial role to play in preparing children for their lives now and in the future as adults and parents. In sex education, learning information about the physical aspects of sex, must be complemented by learning about family life and the exercise of personal responsibility towards other individuals and the broader community.

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 students for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help students develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach students the correct vocabulary to describe themselves and their bodies

2. STATUTORY REQUIREMENTS

As a secondary academy school we must provide RSE to all students 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 Brine Leas School, we teach RSE as set out in this policy.

3. POLICY DEVELOPMENT

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

- i. Review – a member of staff pulled together all relevant information including relevant national and local guidance;
- ii. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations;
- iii. Parent/stakeholder consultation – parents were invited feedback on the proposed curriculum, and the wider policy, and were given opportunity to view a selection of teaching materials;
- iv. Student consultation – we investigated what exactly students want from their RSE;
- v. 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 students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

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. It outlines the full entitlement for all, including students with Special Educational Needs and Disabilities.

We have developed the curriculum in consultation with parents, students and staff, taking into account the age, needs and feelings of students. If students 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.

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 in an atmosphere of mutual trust and respect to encourage students to put forward their ideas. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Students also receive stand-alone sex education sessions delivered by a trained health professional.

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 and how it is delivered, see Appendices 1, 2 and 3.

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 Local Governing Board

The Governing Board will hold the Headteacher to account for the implementation of this policy.

7.2 The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from non-statutory [non-science] components of RSE (see section 8).

7.3 Staff

All teachers, especially those who are progress tutors are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual students
- Responding appropriately to students whose parents wish them to be withdrawn from the non-statutory [non-science] components of RSE

Teachers 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 Headteacher.

7.4 Students

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

8. PARENTS' REQUEST TO WITHDRAW

Parents can request 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.

A copy of withdrawal requests will be placed in the student's educational record. The headteacher, or member of the Senior Leadership Team, will discuss the request with parents and take appropriate action.

Alternative work will be given to students 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 the Assistant Headteacher (Curriculum Lead) through a variety of means, for example, Curriculum Overviews, teaching materials, and learning walks, etc.

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

Prepared/updated by: V Skelding	Date: January 2020
Approved by Governors: March 2023	Review Date: March 2025
Previous version by: S O'Neill	Date: 01/03/2023

Appendix 1: RSE audit of what students should know by the end of secondary school

Relationships and sex education content	Year 7			Year 8			Year 9			Year 10			Year 11			Year 12			Year 13		
Term	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Families																					
That there are different types of committed, stable relationships	Y			Y			Y														
How these relationships might contribute to human happiness and their importance for bringing up children	Y						Y														
What marriage and civil partnerships are, including their legal status (e.g. that marriage and civil partnerships carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony)	Y			Y			Y														
Why marriage and civil partnerships are an important relationship choice for many couples and why it must be freely entered into	Y			Y			Y														
The characteristics and legal status of other types of longterm relationships	Y			Y			Y														
The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting	Y						Y														

How to determine whether other children, adults or sources of information are trustworthy; how to 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	Y			Y			Y			Y											
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Relationships and sex education content	Year 7			Year 8			Year 9			Year 10			Year 11			Year 12			Year 13		
Term	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Respectful relationships, including friendships																					
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 (nonsexual) types of relationship	Y			Y			Y			Y			Y	Y		Y					
Practical steps they can take in a range of different contexts to improve or support respectful relationships	Y						Y						Y	Y		Y					
How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise nonconsensual behaviour or encourage prejudice)							Y			Y				Y		Y					
That in school and in wider society they can expect to be treated with respect by others, and in turn they should show due respect to others, including people in positions of authority, and due tolerance of other people's beliefs							Y							Y		Y					

About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying, and how and where to get help							Y							Y	Y								
That some types of behaviour within relationships are criminal, including violent behaviour and coercive control					Y		Y			Y				Y	Y		Y					Y	
What constitutes sexual harassment and sexual violence and why these are always unacceptable					Y					Y				Y	Y		Y						
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										Y				Y									

Relationships and sex education content	Year 7			Year 8			Year 9			Year 10			Year 11			Year 12			Year 13			
Term	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	
Online and media																						
Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online		Y			Y			Y			Y			Y		Y						
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		Y			Y			Y			Y			Y		Y						
Not to provide material to others that they would not want shared further and not to share personal material which is sent to them		Y			Y			Y			Y			Y		Y						
What to do and where to get support to report material or manage issues online		Y			Y			Y	Y		Y			Y		Y						

The impact of viewing harmful content		Y						Y					Y		Y					
That specifically sexually explicit material (e.g. pornography) presents a distorted picture of sexual behaviour, can damage the way people themselves in relation to others and negatively affect how they behave towards sexual partners		Y						Y					Y		Y					
That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail		Y		Y				Y					Y		Y					
How information and data is generated, collected, shared and used online		Y		Y			Y	Y					Y		Y					
Being safe																				
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				Y				Y	Y						Y					

Relationships and sex education content	Year 7			Year 8			Year 9			Year 10			Year 11			Year 12			Year 13					
Term	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3			
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)					Y					Y	Y					Y		Y						
Intimate and sexual relationships, including sexual health																								
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										Y	Y					Y		Y						

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)										Y	Y				Y	Y							
The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women											Y				Y	Y							
That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others										Y	Y				Y	Y							
That they have a choice to delay sex or to enjoy intimacy without sex										Y	Y				Y	Y							
The facts about the full range of contraceptive choices, efficacy and options available										Y						Y							
The facts around pregnancy, including miscarriage											Y						Y						
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)											Y						Y						
Relationships and sex education content	Year 7			Year 8			Year 9			Year 10			Year 11			Year 12			Year 13				
Term	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3		
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										Y						Y							
About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment										Y						Y							

How the use of alcohol and drugs can lead to risky sexual behaviour									Y					Y		Y				
How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment									Y					Y						

Appendix 2: RSE Curriculum overview

YEAR	TERM	TOPIC/THEME	RELEVANCE TO RELATIONSHIPS AND SEX EDUCATION EXPECTATIONS
Year 7	Autumn 1	<p>Making friends in secondary school.</p> <ul style="list-style-type: none"> • Resilience • Friendships • Online friendships • Boyfriends, girlfriends and feelings 	<p>Families</p> <ul style="list-style-type: none"> • That there are different types of committed, stable relationships • How these relationships might contribute to human happiness and their importance for bringing up children • What marriage and civil partnerships are, including their legal status (e.g. that marriage and civil partnerships carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony) • Why marriage and civil partnerships are an important relationship choice for many couples and why it must be freely entered into • The characteristics and legal status of other types of long-term relationships • The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting • How to determine whether other children, adults or sources of information are trustworthy; how to 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> <ul style="list-style-type: none"> • 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 • Practical steps they can take in a range of different contexts to improve or support respectful relationships.

YEAR	TERM	TOPIC/THEME	RELEVANCE TO RELATIONSHIPS AND SEX EDUCATION EXPECTATIONS
Year 7	Autumn 2	Do you know who you are? <ul style="list-style-type: none"> • Changing adolescent bodies <ul style="list-style-type: none"> • Marriage • Divided families and divorce 	<p>Families</p> <ul style="list-style-type: none"> • That there are different types of committed, stable relationships • How these relationships might contribute to human happiness and their importance for bringing up children • What marriage and civil partnerships are, including their legal status (e.g. that marriage and civil partnerships carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony) • Why marriage and civil partnerships are an important relationship choice for many couples and why it must be freely entered into • The characteristics and legal status of other types of long-term relationships • The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting • How to determine whether other children, adults or sources of information are trustworthy; how to 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> <ul style="list-style-type: none"> • 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. • Practical steps they can take in a range of different contexts to improve or support respectful relationships.

YEAR	TERM	TOPIC/THEME	RELEVANCE TO RELATIONSHIPS AND SEX EDUCATION EXPECTATIONS
Year 7	Spring 1	E-safety	<p>Online and media</p> <ul style="list-style-type: none"> • Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • 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 • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them • What to do and where to get support to report material or manage issues online • The impact of viewing harmful content • That specifically sexually explicit material (e.g. pornography) presents a distorted picture of sexual behaviour, can damage the way people themselves in relation to others and negatively affect how they behave towards sexual partners • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail • How information and data is generated, collected, shared and used online

YEAR	TERM	TOPIC/THEME	RELEVANCE TO RELATIONSHIPS AND SEX EDUCATION EXPECTATIONS
Year 8	Autumn 1	Is my family normal? Sometimes it hurts?	<p>Families</p> <ul style="list-style-type: none"> • That there are different types of committed, stable relationships • How these relationships might contribute to human happiness and their importance for bringing up children • Why marriage and civil partnerships are an important relationship choice for many couples and why it must be freely entered into • The characteristics and legal status of other types of long-term relationships • How to determine whether other children, adults or sources of information are trustworthy; how to 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> <ul style="list-style-type: none"> • 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.

Year 8	Spring 1	Is this me?	<p>Online and media</p> <ul style="list-style-type: none"> • Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • 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 • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them • What to do and where to get support to report material or manage issues online • How information and data is generated, collected, shared and used online
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YEAR	TERM	TOPIC/THEME	RELEVANCE TO RELATIONSHIPS AND SEX EDUCATION EXPECTATIONS
Year 8	Spring 2	History Repeating itself.	<p>Respectful relationships, including friendships</p> <ul style="list-style-type: none"> • That some types of behaviour within relationships are criminal, including violent behaviour and coercive control • What constitutes sexual harassment and sexual violence and why these are always unacceptable <p>Online and media</p> <ul style="list-style-type: none"> • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail <p>Being safe</p> <ul style="list-style-type: none"> • 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 • 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)

YEAR	TERM	TOPIC/THEME	RELEVANCE TO RELATIONSHIPS AND SEX EDUCATION EXPECTATIONS
Year 9	Autumn 1	You never look good trying to make someone else look bad.	<p>Respectful relationships, including friendships</p> <ul style="list-style-type: none"> • 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 • Practical steps they can take in a range of different contexts to improve or support respectful relationships • 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 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

Year 9	Spring 1	We are all different, that's what makes us beautiful.	<p>Online and media</p> <ul style="list-style-type: none"> • Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • 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 • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them • What to do and where to get support to report material or manage issues online • How information and data is generated, collected, shared and used online
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YEAR	TERM	TOPIC/THEME	RELEVANCE TO RELATIONSHIPS AND SEX EDUCATION EXPECTATIONS
Year 9	Summer 1	Porn: The new drug.	<p>Online and media</p> <ul style="list-style-type: none"> • What to do and where to get support to report material or manage issues online • The impact of viewing harmful content • That specifically sexually explicit material (e.g. pornography) presents a distorted picture of sexual behaviour, can damage the way people themselves in relation to others and negatively affect how they behave towards sexual partners • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail <p>Being safe</p> <ul style="list-style-type: none"> • 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 • 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> <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 • 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) • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others • That they have a choice to delay sex or to enjoy intimacy without sex • The facts about the full range of contraceptive choices, efficacy and options available

YEAR	TERM	TOPIC/THEME	RELEVANCE TO RELATIONSHIPS AND SEX EDUCATION EXPECTATIONS
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Year 10	Autumn 1	Spend time with those who love you unconditionally, not with those who only love you under certain conditions.	<p>Families</p> <ul style="list-style-type: none"> • How to determine whether other children, adults or sources of information are trustworthy; how to 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> <ul style="list-style-type: none"> • 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 • 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 some types of behaviour within relationships are criminal, including violent behaviour and coercive control • What constitutes sexual harassment and sexual violence and why these are always unacceptable • 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>Being safe</p> <ul style="list-style-type: none"> • 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> <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 • 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)
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YEAR	TERM	TOPIC/THEME	RELEVANCE TO RELATIONSHIPS AND SEX EDUCATION EXPECTATIONS
			<ul style="list-style-type: none"> • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others • That they have a choice to delay sex or to enjoy intimacy without sex • 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 • About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

Year 10	Autumn 2	'Reducing teen pregnancy and birth is one of the most effective ways of reducing child poverty.'	<p>Being safe</p> <ul style="list-style-type: none"> • 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 • 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> <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 • 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) • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others • The facts around pregnancy, including miscarriage
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YEAR	TERM	TOPIC/THEME	RELEVANCE TO RELATIONSHIPS AND SEX EDUCATION EXPECTATIONS
			<ul style="list-style-type: none"> • 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) • How the use of alcohol and drugs can lead to risky sexual behaviour • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

Year 10	Spring 1	Do you know the risks of using social media?	<p>Online and media</p> <ul style="list-style-type: none"> • Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • 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 • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them • What to do and where to get support to report material or manage issues online
Year 10	Spring 2	The truth about drugs	<p>Online and media</p> <ul style="list-style-type: none"> □ Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online

YEAR	TERM	TOPIC/THEME	RELEVANCE TO RELATIONSHIPS AND SEX EDUCATION EXPECTATIONS
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Year 11	Autumn 1	Does it matter who we are attracted to?	<p>Respectful relationships, including friendships</p> <ul style="list-style-type: none"> • 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 • Practical steps they can take in a range of different contexts to improve or support respectful relationships • 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 • What constitutes sexual harassment and sexual violence and why these are always unacceptable • The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the <u>Equality Act 2010</u>) and that everyone is unique and equal
Year 11	Spring 1	Myth busters	<p>Respectful relationships, including friendships</p> <ul style="list-style-type: none"> • 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 • Practical steps they can take in a range of different contexts to improve or support respectful relationships • 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 in turn they should show due respect to others, including people in positions of authority, and due tolerance of other people's beliefs

YEAR	TERM	TOPIC/THEME	RELEVANCE TO RELATIONSHIPS AND SEX EDUCATION EXPECTATIONS
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| | | <ul style="list-style-type: none"> • 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 • What constitutes sexual harassment and sexual violence and why these are always unacceptable <p>Online and media</p> <ul style="list-style-type: none"> • 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 • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them • What to do and where to get support to report material or manage issues online • The impact of viewing harmful content • That specifically sexually explicit material (e.g. pornography) presents a distorted picture of sexual behaviour, can damage the way people themselves in relation to others and negatively affect how they behave towards sexual partners • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail • How information and data is generated, collected, shared and used online <p>Being safe</p> <ul style="list-style-type: none"> • 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> <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 |
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YEAR	TERM	TOPIC/THEME	RELEVANCE TO RELATIONSHIPS AND SEX EDUCATION EXPECTATIONS
			<ul style="list-style-type: none"> • 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) • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others • That they have a choice to delay sex or to enjoy intimacy without sex

Year 11	Spring 2	Healthy body and mind	<p>Online and media</p> <ul style="list-style-type: none"> • Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • 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 • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them • What to do and where to get support to report material or manage issues online • The impact of viewing harmful content • That specifically sexually explicit material (e.g. pornography) presents a distorted picture of sexual behaviour, can damage the way people themselves in relation to others and negatively affect how they behave towards sexual partners • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail □ <p>How information and data is generated, collected, shared and used online</p>
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YEAR	TERM	TOPIC/THEME	RELEVANCE TO RELATIONSHIPS AND SEX EDUCATION EXPECTATIONS
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Year 12	Autumn 1	Healthy relationships	<p>Respectful relationships</p> <ul style="list-style-type: none"> • 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 • Practical steps they can take in a range of different contexts to improve or support respectful relationships • 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 in turn they should show due respect to others, including people in positions of authority, and due tolerance of other people’s beliefs • That some types of behaviour within relationships are criminal, including violent behaviour and coercive control • What constitutes sexual harassment and sexual violence and why these are always unacceptable • The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the <u>Equality Act 2010</u>) and that everyone is unique and equal <p>Being safe</p> <ul style="list-style-type: none"> • 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 • 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> <ul style="list-style-type: none"> • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment
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YEAR	TERM	TOPIC/THEME	RELEVANCE TO RELATIONSHIPS AND SEX EDUCATION EXPECTATIONS
Year 12	Autumn 2	Body Positive	<p>Respectful relationships</p> <ul style="list-style-type: none"> • 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 • Practical steps they can take in a range of different contexts to improve or support respectful relationships <p>Being safe</p> <ul style="list-style-type: none"> • 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)

Year 12	Autumn 2	E-Safety	<p>Online and media</p> <ul style="list-style-type: none"> • Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • 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 • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them • What to do and where to get support to report material or manage issues online • The impact of viewing harmful content • That specifically sexually explicit material (e.g. pornography) presents a distorted picture of sexual behaviour, can damage the way people themselves in relation to others and negatively affect how they behave towards sexual partners • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail □ <p>How information and data is generated, collected, shared and used online</p>
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YEAR	TERM	TOPIC/THEME	RELEVANCE TO RELATIONSHIPS AND SEX EDUCATION EXPECTATIONS
Year 12	Autumn 2	Pro-life versus pro-choice	<p>Intimate and sexual relationships, including sexual health</p> <ul style="list-style-type: none"> □ The facts about the full range of contraceptive choices, efficacy and options available
Year 12	Summer 2	Drugs awareness	<p>Intimate and sexual relationships, including sexual health</p> <ul style="list-style-type: none"> □ How the use of alcohol and drugs can lead to risky sexual behaviour
Year 13	Autumn 1	The law on assault and harassment	<p>Respectful relationships</p> <ul style="list-style-type: none"> □ That some types of behaviour within relationships are criminal, including violent behaviour and coercive control

Year 13	Autumn 2	E-Safety	<p>Online and media</p> <ul style="list-style-type: none"> • Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • 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 • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them • What to do and where to get support to report material or manage issues online • The impact of viewing harmful content • That specifically sexually explicit material (e.g. pornography) presents a distorted picture of sexual behaviour, can damage the way people themselves in relation to others and negatively affect how they behave towards sexual partners • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail • How information and data is generated, collected, shared and used online
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Appendix 3: How we deliver sex education

In order to put this policy into practice, the following items reflect the aims of the School and, cross-curricular themes, and show how Sex Education is delivered within the context of a moral framework.

1. INFORMING AND INVOLVING PARENTS

The views and participation of parents is vital for the most effective relationships and sex education. Parents of Year 7 students will be informed by letter through My Child At School of the relationships and sex education programme, and the relationships and sex education policy is also available for viewing on the school website. Parents are fully informed and encouraged to enhance that part of the Sex Education Programme provided by the School by having discussions at home.

2. OFFERING ADVICE

The Governors and staff believe that the School's function is to provide a general education about sexual matters and issues and not to offer individual advice, information or counselling on aspects of sexual behaviour and contraception - however sources of professional information and advice will be identified when appropriate. Advice does not legally require consent but the following procedure protects the teacher and the student, and acknowledges that teachers may not be qualified to give the required advice.

Teachers cannot:

- give personal advice or counselling on sexual matters (including contraception) to a student (either individually or within a group) if a parent has withdrawn that student from sex education;
- give personal contraceptive advice to students under 16 for whom sexual intercourse is illegal.

Teachers can:

- provide students with education and information about where and from whom they can receive confidential sexual advice and treatment, e.g. school nurse, their GP or Drop In Centre. This is not the provision of sex education, but merely the imparting of factual information as to where advice, counselling (and treatment) can lawfully be obtained. Appointments to see the nurse can be arranged by the student through the progress tutor, through the progress manager or via 'drop-in' sessions.

3. EXPLICIT QUESTIONS

It is unlikely to be appropriate to deal with a student's explicit questions by dealing with it in front of the whole class, e.g. questions on oral and anal sex. In practice this means that teachers may have to say "School Policy does not allow me to answer that

question". The teacher may deem it appropriate to discuss the child's concerns with the parents - a decision may then be taken on how best to deal with it.

4. THE DIVISION BETWEEN BIOLOGICAL AND NON BIOLOGICAL ASPECTS OF SEX EDUCATION

The division between biological and non-biological aspects of sexual behaviour has been decided upon, and is indicated by the contribution to the Sex Education Programme made by the Science Department.

The Science Department deals only with the biological aspects of human sexual behaviour in its timetabled lessons.

The separate, but strategically co-ordinated Personal, Social, Health and Citizenship Education (PSHCE) programme deals with:

- any sexually transmitted diseases and infections (STIs);
- aspects of human sexual behaviour, other than biological aspects.

N.B. It is only lessons that are specifically about the non-biological aspects of sex education that the parents can exercise the right to withdraw their child, not from the entire programme.

5. WITHDRAWING STUDENTS FROM THE SEX EDUCATION PROGRAMME

Parents have the right to withdraw their child from the non-biological aspects of relationships and sex education 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. Parents will always be provided with a full copy of sex education policy following a request to do so.

N.B. Parents do not have to give reasons for withdrawal, but we respectfully invite them to do so - sometimes we can then resolve misunderstandings. Once a parent's request to withdraw is made, that request must be complied with until revoked by the parent.

6. WHAT WE DO IF A REQUEST FOR WITHDRAWAL IS MADE BY A PARENT?

- we discuss the nature of the concerns with the child's parent and if appropriate attempt to reassure them;
- we consider whether the programme can be amended or improved in a way that will reassure parents - care is taken not to undermine the integrity of the Sex Education Programme and the entitlement of the other students, e.g. it may be appropriate and desirable to have single sex classes for some sections of the Sex Education Programme;
- we attempt to ensure that where a student is withdrawn there is no disruption to other parts of their education,

- we point out that students who have been withdrawn can be vulnerable to teasing - we therefore attempt to causing minimal embarrassment to the student and minimal disruption to the programme;
- we also point out that students may receive inaccurate information from their peers;
- we offer the parents access to appropriate information and resources.

N.B. If the student does not agree with the parents' desire to withdraw their child from the Sex Education Programme, the student can challenge the parents under Section 8 of the Children Act - the child has to apply to the court for a 'specific issues order'.

7. USING VISITING SPEAKERS AND OTHERS

- Visitors such as nurses, family planning or sexual health workers, can greatly enhance the quality of the provision of sex education as is the case in curriculum enhancement week and PSHCE days and sessions.
- When a guest speaker is invited to deliver an aspect of sex education the following issues should be considered:
- the degree of explicitness of the content and presentation; □ will the visitor be accompanied by teaching staff?
- will the staff take an active role in the visitor's activities?
- how will the visit be built upon and followed up?

8. LIFESTYLES

Teachers do not promote any one lifestyle as the only acceptable one for society and therefore it is inevitable and natural that lifestyles are discussed during a programme of sex education. Teaching about specific lifestyles is not avoided although teachers take care not to advocate any particular lifestyle, present it as the norm, or encourage experimentation by students.

One of the many advantages of exploring lifestyles is the opportunity to correct false ideas, assumptions and address prejudice.

9. EQUAL OPPORTUNITIES ISSUES AND SPECIAL NEEDS

The nature of work undertaken must be appropriate to the age and maturity of the students. As students mature and develop at different rates, the Sex Education Programme is a 'spiral system' in as much as key concepts are revisited several times throughout the programme. This allows for reinforcement as well as the differentiated stages of student maturity.

Children with learning difficulties may need more help than others in coping with the physical and emotional aspects of growing up; they may also need more help in learning what sorts of behaviour are and are not acceptable, and in being warned and prepared against abuse by others. Some parents find it difficult to come to terms with the idea that their child (special needs or not) will someday become sexually active.

