Oriel High School: Relationships & Sex Education (SRE) Policy

Date Amended: September 2022

Date of Ratification: 05.10.22

Next Review Date: September 2023

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

> At Oriel High School we believe that all members of our school community should be learning for life. Relationships and sex education is a key part of this

Statutory requirements:

As a maintained secondary school, we must provide RSE to all students as per the Children and Social Work Act 2017.

In teaching RSE, we must have regard to to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

Policy development:

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

1.   Review – the Director of Learning: SMSC pulled together all relevant information including relevant national and local guidance.

2.   Staff consultation – PDC staff were given the opportunity to look at the planned schemes of work and make recommendations.

3.   Parent/carer consultation – a letter was sent home to parents/carers outlining changes to the relationships and sex education lessons as a result of statutory National Curriculum changes inviting them to get in touch if they had any comments, questions or concerns.

4.   Student consultation – All students in all year groups completed topic evaluations to give their views of what they want from their RSE lessons. We also spoke to a focus group of students in each year group about their experience of RSE and asked for feedback.

5.   Ratification – once amendments were made, the policy was shared with governors and ratified.

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 involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

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, 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.

Delivery of RSE:

At Oriel High School we believe that all members of our school community should be learning for life. Relationships and sex education is a key part of this.

RSE is taught within the personal development curriculum (PDC lessons), with lessons being built upon year-on-year to ensure that content is taught in a timely and age-appropriate manner. We will write home prior to the teaching of particularly sensitive topics and prior to teaching sex education in Year 9 to give parents/carers the opportunity to get in touch to discuss any specific needs their child has so that we can ensure they are fully supported. Learning Community teams are also informed prior to the teaching of sensitive topics.

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

> Families
> Respectful relationships, including friendships
> Online and media
> Being safe
> Intimate and sexual relationships, including sexual health

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

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBTQ+ 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).

Roles and Responsibilities:

The Governing Body

The Governing Body will approve the RSE policy and hold the headteacher to account for its implementation.

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 components of RSE (see section 8).

Staff

Staff 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 components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Director of Learning: SMSC.

Students

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

Parents' right to withdraw:

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Director of Learning: SMSC.

A copy of withdrawal requests will be placed in the pupil's educational record. A senior member of staff will discuss the request with parents and take appropriate action.

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

Training:

Staff are trained on the delivery of RSE as part of their continued professional development as a PDC teacher.

Monitoring arrangements:

The delivery of RSE is monitored by Kelly Doyle, Director of Learning: SMSC through:

> Annual training provided to PDC staff, regular team meetings and focus groups with students.

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

This policy will be reviewed by Kelly Doyle, Director of Learning: SMSC, annually. At every review, the policy will be approved by the Governing Body.

Appendix 1: Relationships and sex education curriculum map

YEAR GROUP	TOPIC/THEME DETAILS
Year 7	- Positive friendships: behaviours of a good friend. - Changing relationships: from friendship to having a boyfriend or girlfriend – age-appropriate to Year 7 students. - Respect both in person and online. - Changing families: different types of families and how families can change, including as a result of separation, divorce and bereavement. - Gender equality.
Year 8	- Healthy and unhealthy relationships: expectations and behaviours - Consent: what is meant by consent, factors that can affect someone's ability to give consent, including clarity about consent and the law. - Child sexual exploitation and grooming: what child sexual exploitation is, factors that can make young people more vulnerable to grooming, warning signs and where to go for support. - Keeping safe: different types of risky situations that young people may find themselves in, how this could lead to child sexual exploitation and top tips for keeping safe. - The impact of pornography and sexting: part one of this session will focus on the impacts that pornography can have on body confidence, schooling, and expectations of the opposite sex and relationships. Students will be provided with facts and the law surrounding pornography. Part two will focus on the risks and consequences involved in sexting and sexting and the law.
Year 9	- Changing relationships: including why people may choose to have sex. - The age of consent. - Sexual health: including different types of sexually transmitted diseases/infections, how to protect against these and where/when to seek treatment. - Contraception: different types of contraception, factors that can affect people's choices about contraception etc. - Pornography: how pornography can affect expectations within a relationship.
Year 10	- Safety online: including relationships online and online reputation. - Healthy and unhealthy relationships, including seeking consent.
Year 11	- Consent in relationships: how to check consent is freely given. - Respect and relationships: healthy and unhealthy relationships, consent and pregnancy.

TOPIC	STUDENTS SHOULD KNOW
Families	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 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
	Why marriage is 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: 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	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 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
	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

TOPIC	STUDENTS SHOULD KNOW
Online and media	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 behaviours, can damage the way people see 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
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
	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)

TOPIC	STUDENTS SHOULD KNOW
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
	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
	The facts about the full range of contraceptive choices, efficacy and options available
	The facts around pregnancy including miscarriage
	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 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 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

Appendix 3: Parent/carer form for withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent/carer		Date	

Reason for withdrawing from sex education within relationships and sex education

Any other information you would like the school to consider

Parent signature	

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	
Staff signature	