

RELATIONSHIP AND SEX EDUCATION POLICY (PRE 2021-22 REQUIREMENTS) STANBOROUGH SECONDARY SCHOOL

DRAFT



Approved by Chair of
Governors:

Date:

Last reviewed on:

New document

Next review due by:

November 2022

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Definition of Relationships and Sex Education

RSE stands for “**relationships and sex education**” and as part of Relationships and Health Education is a new approach to teaching children about relationships and health.

The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory.

All secondary school children will be required to learn about:

- Relationships
- Physical health and mental wellbeing

Schools will have a lot of freedom to decide how to teach the new curriculum but must teach in a way that is:

- Appropriate for children’s ages and development stage.
- Sensitive to the needs and religious backgrounds of the children in the school.

Why is there a new RSE curriculum in 2020?

The current curriculum has not been updated for 20 years. So much change has happened since then. Children need to learn what is relevant to them and the world they are growing up in.

The new Relationships and Health Education 2020 curriculum is designed to:

- Help all children grow up healthy, happy and safe.
- Give all children the knowledge to make informed decisions about their wellbeing, health and relationships.
- Support all children to manage the challenges and opportunities of modern Britain.
- Prepare all children for a successful adult life.

Context

In UK law, it is compulsory for all secondary schools to deliver Relationships and Sex Education (RSE) to its pupils. The Government does recognise that a faith school such as ours is able to teach this part of the curriculum in the context of our distinctive faith perspective.

As a Seventh-day Adventist school, our Christian beliefs and values underpin RSE such that

- Sex education is taught in the context of marriage and family life.
- Sex education includes learning about physical and emotional development.
- Sex education is part of a wider social, moral, and spiritual education process.

While recognising that RSE is a concerning and contentious issue for many parents, at Stanborough we see RSE as part of our wider responsibility to help our pupils develop in following the example of Christ.

Our goal is for our pupils to have:

- A positive and secure personal identity and sense of their own value
- Attitudes of respect and concern for others, founded on Christ’s example of selfless giving of love
- Acceptance of those who differ, yet challenging those behaviours and attitudes which exploit others and do not reflect Christian values
- Reconciliation and forgiveness.

Right to withdraw

Parents' have the right to withdraw their child 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 wished to receive sex education rather than being withdrawn, the school will arrange this. Students are not able to be withdrawn from the 'Health Education' topics within the new curriculum.

Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the Headteacher.

A copy of withdrawal requests will be placed in the pupil's educational record. The Headteacher will discuss the request with the parents and take appropriate action. Alternative work will be given to pupils who are withdrawn from sex education.

The right of withdrawal reflects the fact that issues around Sex Education are sensitive and a wide variety of viewpoints exist amongst parents. The right of withdrawal from Sex Education is a means of preventing parents' views being undermined by schools. In the areas of the curriculum where there is no automatic right of withdrawal, it is therefore even more important that we do not promote viewpoints with which parents may disagree: teaching must be "objective, critical and pluralistic.

1. Curriculum Intent

The INTENT of relationship 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

2. Statutory requirements

Under [section 3.6 of the National Curriculum](#), RSE is compulsory from year 7 onwards.

Secondary schools must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

3. Policy development

We acknowledge that Schools are expected to consult parents and stakeholders when creating an RSE policy.

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. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt as and when necessary.

We have developed the curriculum, taking into account the needs and feelings of pupils. If pupils ask questions outside the scope of our curriculum, teachers will respond in an appropriate manner so pupils are fully informed and don't seek answers online

For more information about our curriculum, see our curriculum map in Appendix 1.

5. 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, and other aspects are included in religious education (RE).

Across all Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

These skills are taught within the context of family life.

Reflection:

We believe that reflecting is crucial for learning as it encourages pupils to consolidate what they have learned and to form new understanding, skills and attitudes. Teachers can help pupils reflect on their learning by asking questions like these:

- What was it like doing this discussion today?
- What did you learn from the others, especially those who had a different experience or belief from your own?
- What do you think you will be able to do as a result of this discussion?

- What else do you think you need to think or learn about?

6. Roles and responsibilities

6.1 The governing board

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

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

6.2 The headteacher

The headteacher 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).

6.3 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 are encouraged to discuss this with the headteacher.

6.4 Pupils

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

7. Parents' right to withdraw

Parents have the right to withdraw their children from the [non-statutory/non-science] components of RSE.

Requests for withdrawal should be put in writing and addressed to the headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.

8. 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 headteacher 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.

9. Safeguarding and Responsibility

PSHE and RSE work with pupils' real-life experiences and it is key that both staff and pupils are protected in these lessons. A safe and supportive environment is created by the use of ground rules;

- Listen to each other (only one person talks at a time)
- Keep to time
- Challenge the statement; not the individual making it
- The 'right' not to answer questions
- No personal questions to be asked by pupils or teachers
- If giving an example make it anonymous.
- Everyone has a right to his or her own space.
- Right to Privacy.

Many issues covered in PSHE and RSE are of a sensitive nature. The ground rules provide a safe working environment for both pupils and staff. All staff at the Stanborough receive safeguarding training.

Due to nature of the topics covered in the PSHE and RSE education programmes, all teachers are made aware of the guidelines on confidentiality and disclosure. The boundaries around confidentiality are made explicit to learners.

10. Communication on peer-on-peer abuse

We acknowledge the Secretary of State's announcement on 31.03.2021 of an NSPCC helpline, which will enable victims' voices to be heard, and action taken, together with the announcement of a thematic review of safeguarding in schools. Similarly, we are reviewing their current practice to ensure, amongst other things, that pupils have a strong and authentic understanding of the concepts of respect and consent. As part of our practice, we will be sharing the The dedicated NSPCC helpline number: 0800 136 663

11. Visitors

We working with external partners as they enhance the delivery of PSHE and RSE with specialist knowledge and different ways of engaging our pupils. As part of the PSHE and RSE educational package, outside visitors will be invited to deliver appropriate sessions to pupils within the Trust.

All visitors are subject to the Trust's Child Protection and Safeguarding policy and the credentials of visiting organisations and any visitors linked to external agencies are always checked. We ensure that the teaching delivered by visitors fits with the planned programme of study. The content of lessons provided by external agencies is age appropriate and accessible for all pupils and is approved by the school in advance of delivery.

As with all PSHE and RSE lessons, we ensure that guest speakers / visitors are aware of the confidentiality and safeguarding policy. Any matters reported by visitors to the lead teacher will be dealt with in line with the Trust's Safeguarding Policy

12. Equality

The policy promotes respect and value for each individual pupil. The DfE Guidance 2019 (p.15) states, "Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics.

At Ambitions school, we respect the right of pupils, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be different with our approach to some aspects of RSE and Health Education.

13. Assessing

As with any learning, the assessment of pupils' PSHE and RSE is important as it enables the teacher to gauge their progress and it also informs the development of the lessons. Pupils do not pass or fail this area of learning, but have the opportunity to reflect upon their personal learning experience, set goals, and record their understanding in a range of ways; posters, leaflets, reflective diaries etc. Their progress is also monitored during class discussions, group work, questionnaires / surveys and peer assessment. Pupil voice is also used to adapt and amend material for PSHE and RSE and ensure it is relevant and effective to both our learners and wider community.

14. Monitoring arrangements

The delivery of RSE is monitored by the Senior Teacher through: planning scrutinies and learning walks
Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed annually. At every review, the policy will be approved by the governing body.

Overview

Main Themes	All	We are fearfully and Wonderfully Made			WE are a Team		Together we Serve	All
Sub-themes	Religious Understanding	Me, My Body, My Health	Emotional Well-Being	Life Cycles	Personal Relationships	Keeping Safe	Living in the Wider World	
Year 7	Who Am I?	Changing Bodies	Healthy Inside and Out	Where We Come From	Family & Friends	My Life Before me	My role as we live in the wider world	Facts of Life
Year 8	Fearfully and Wonderfully made	We are not all the same	Emotional behaviour	Before I Was Born	Tough Relationships	Think Before You Share	The World Around us	Do I have to listen?
Year 9	Looking for Love	Love People, Use Things	In Control of My Choices	Fertility & Contraception	Marriage	Yes means Yes No means No	My Rights and Responsibilities	Love, Honour, Cherish
Year 10 & 11*	What makes you free	Self-Image	Values, Attitudes & Beliefs	Parenthood (Personal Relationships)	Pregnancy & Abortion	Abuse	Like mindedness	Babies Y10 Truth & Lies Y11

Year 7

Core Theme	Session title	Description
Religious Understanding	Who Am I?	Our core identity is that each of us is a completely unique person, a unity of body and soul, created and loved by God.
My Body	Changing Bodies	Puberty involves physical, emotional and sexual development. Daunting though it can be, it is part of God's plan for us.
Emotional Well-Being	Healthy Inside and Out	Thinking about self-esteem helps us consider its impact and how to nurture it
Life Cycles	Where We Come From	Sexual intercourse is more than just for fun and a physical act, it is a gift from God for marriage, It's an expression of love and His plan for how procreation
Personal Relationships	Family and Friends	Reflecting on different types of friendship and family structure. Look at strategies for managing behaviour through consideration of thoughts, feelings and actions of oneself and others.
Keeping Safe	My Life before me	The things you do live with you forever. Online footprints
Wider World	My role when we live in the wider role	Becoming aware of the effects of actions on others helps us understand the concept of social responsibility.

Year 8

Core Theme	Session title	Description
Religious Understanding	Created & Chosen	There is no one like you. No one has your DNA, you are special. Looking at what makes you special.
My Body	We are all not the same	Understanding our identity means appreciating male/female differences and learning to accept the invitation from God to root our identity in who he created us to be. Accepting things that are different (disabilities)
Emotional Well-Being	Emotional behaviour	Dealing with sexual feelings requires self-control, self-respect, patience and tolerance
Life Cycles	Before I Was Born	The fetus in the womb reveals that it is both beautiful and fragile. Life is precious
Personal Relationships	Tough Relationships	In the real world of relationships, we can always be better at living with tolerance, kindness and forgiveness. Getting help to deal with relationships that affect us
Keeping Safe	Think Before You Share	Image sharing and anything in word, speech or action that reduces people to objects dishonours their God-given dignity. Do unto others as you would want them to do to you.
Wider World	Wider World	Recognizing the sin of unjust discrimination in our world helps us challenge and change our own behaviour in school and in our everyday life. Accepting other cultures

Year 9

Core Theme	Year 8 Session title	Description
Religious Understanding	The Search for Love	We are created to love others and accept love from others. This may result in intimacy further on in life.
My Body	Love People, Use Things	Objectification impacts people negatively. They are not abstract hence casual sex, pornography or masturbation should not be encouraged.
Emotional Well-Being	The choices I Make	Value your body. Love and lust, shame and regret are the key issues when thinking about choosing to delay sexual intimacy.
Life Cycles	Fertility and Contraception	Different methods of contraceptives. Abstinence as the best method. Leave sex for marriage
Personal Relationships	Marriage	Learning about diverse types of committed relationships leads to consideration of what relationships are desired in the future.
Keeping Safe	Yes, must mean Yes No means No	Consent is not just gaining permission for something but involves choosing to honour and respect one another as people with innate dignity.
Wider World	Knowing My Rights and Responsibilities	Sexual exploitation- our rights, responsibilities and actions.

Year 10 and 11

Core Theme	Session title	Description
Religious Understanding	Authentic Freedom	Making a loving gift of self is an ideal worth holding out for, one which leads to real freedom.
My Body	Self-image	Understanding our dignity allows us to appreciate our bodies in the right way
Emotional Well-Being	Values, Attitudes, Beliefs	Making good moral choices depends on building confidence, integrity and understanding
Life Cycles	Parenthood	Parenthood – It’s a lifetime responsibility. Do and don’t. Getting help before it's too late for a child
Personal Relationships	Pregnancy and Abortion	Pregnancy is an invitation to discover the challenge of responding with love to the gift of life.
Keeping Safe	Abuse	Knowing how to spot abuse. Don’t take it. How to get help and support in abusive relationships.
Wider World	Looking out for Others	Love means building peace and living in Unity with God’s creation, especially the poor, insignificant to some and oppressed

Appendix 1: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		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			