

# Maplewell Hall School



## Relationships and **Sex Education** policy

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<b>Governing Body Committee</b>	
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# 1. Aims

The aims of relationships and sex education (RSE) at our school is 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
- To enable all pupils to develop as fully as possible their interests, abilities and aptitudes and to make additional provision for those who are in any way disadvantaged
- To allow pupils to develop lively, enquiring minds so that they can be capable of independent thought and formulate their own opinions
- To develop programmes of study and experiences which will enhance pupils self-respect and confidence and encourage them to take responsibility for themselves and their actions
- To provide pupils with the necessary skills to respond effectively to social, economic and political changes as well as changing patterns of work
- To develop social skills that are necessary to work successfully with other people both inside and outside of the school environment
- To equip pupils for their adult roles in society and help them to understand the responsibilities of being parents, citizens and consumers
- To encourage appreciation of, and concern for, the environment
- To develop interests and skills that will continue to give personal satisfaction in the use of leisure time
- To establish partnerships between the school and the community it serves and help to develop an understanding of the wider community and the ways in which individuals and school relate
- To develop a curriculum which enhances pupil's knowledge and experience and allows them to learn about themselves and the society in which they live, through a variety of social and moral issues
- To provide pupils with the experience of school as a caring, supportive community where life is enjoyable and there is equal provision of opportunity, regardless of gender, race, culture or ability
- To enable pupils to make informed choices when considering the development of a healthy and safer lifestyle
- To give students the confidence to discuss difficult issues by encouraging non-judgmental participation by students and staff

**Educating for wisdom, knowledge and skills:** enabling discipline, confidence and delight in seeking wisdom and knowledge, and developing talents in all areas of life.

**Educating for hope and aspiration:** enabling healing, repair and renewal, coping wisely when things go wrong, opening horizons and guiding people into ways of fulfilling them.

**Educating for community and living well together:** a core focus on relationships, participation in communities and the qualities of character that enable people to flourish together.

**Educating for dignity and respect:** the basic principle of respect for the value and preciousness of each person, treating each person as a unique individual of inherent worth.

All maintained schools must meet the requirements set out in section 78 of the Education Act 2002 and promote the spiritual, moral, social and cultural (SMSC) development of their pupils. Through ensuring students' SMSC development, Maplewell Hall School also demonstrates the promotion of the Fundamental British Values (FBV) which are:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect for and tolerance of those of different faiths and beliefs and for those without faith

These values are taught explicitly through Preparation for Adulthood (P4A) as well as through the school's broad and balanced curriculum.

## 2. Statutory requirements

As a secondary 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 Maplewell Hall School, 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 draft 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 was made, the policy was shared with governors and ratified

## 4. Definition of RSE

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

RSE is delivered as part of our P4A curriculum. Our RSE curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary, taking into account the needs of the students, the community and wider society in general.

The content covered in P4A is split into 3 core themes: Health and Well-being, Relationships and Living in the Wider World (which encompasses economic well-being and careers education). RSE content is taught primarily through Health and Well-being and Relationships lessons.

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 that pupils are fully informed and don't seek answers online.

### 5.1 Equal Opportunities

Classroom practice and pedagogy will take into account pupils' age, ability, readiness and cultural background and will be adjusted to enable all students to access the learning. We will use P4A and RSE education as a way to address diversity issues and to ensure equality for all by addressing contextual issues identified through our pastoral management system and termly surveys. P4A and RSE delivery is designed to comply with the Equality Act 2010. Provisions within the Equality Act allow the School to take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting one group because of protected characteristics.

## 6. Delivery of RSE

RSE is taught within the Preparation for Adulthood (P4A) curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious studies (RS).

The P4A Curriculum is delivered by teachers twice a week for KS3 and once a week for KS4 via a spiral curriculum. In KS5 pupils have elements of RSE within the course work topics. All students who had parents who opted them out of RSE will be reminded 3 terms before they turn 16 that they have the right to learn RSE. The P4A curriculum, FBV, SMSC and RSE is also embedded through assemblies and interventions addressing topical issues affecting young people and wider society, assemblies exploring a range of P4A issues, through involvement in the life of the school and wider community and P4A through pastoral care.

Pupils 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, 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 policy and hold the headteacher to account for its implementation.

### **7.2 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 components of RSE (see section 8).

### **7.3 Staff**

Staff are responsible for:

- › Delivering RSE in a sensitive way
- › Modelling positive and inclusive 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 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 P4A lead.

### **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 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 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.

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 school 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 and assessment**

The delivery of RSE is monitored by a number of leadership staff, including – but not limited to:

- The Designated Safeguarding Lead/Careers Leader
- The Assistant Headteacher (Teaching and learning)
- The Subject Leader (P4A)
- The TA for P4A

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

The College's usual systems for QA will be employed to ensure that the delivery of P4A and RSE is of a high quality and appropriate to the needs of the students.

This policy will be reviewed by the Deputy Headteacher (Pastoral) annually. At every review, the policy will be approved by the governing board.

### **10.1 Methods of assessment:**

Teaching staff will assess students' knowledge and understanding through classroom discussion and formative assessment activities. Teachers should collect evidence of learning to make a judgement about students' progress.

## **11. Safeguarding**

P4A and RSE often draw on pupils' real-life experiences. A safe and supportive learning environment will be created by establishing ground rules in each context for the delivery of subject material. Staff delivering P4A and RSE will ensure the pupils, who indicate they may be at risk, get appropriate support by liaising with the appropriate pastoral team and adhering to the School's Child Protection and Safeguarding Policy

### **11.1 Confidentiality**

Pupils will be made aware that some information cannot be held confidentially and will be informed that, if certain disclosures are made, the information may be disclosed to the Safeguarding team.

### **11.2 Services available to students**

Students and parents/carers are made aware of interventions, counselling and information services both in and out of school and offered appropriate support.

**Relationships and sex education curriculum map:** Please Note-Term 3 for Years 7 -10 is dedicated to Living in the Wider World where students explore economic well-being and careers education appropriate to their age and experience. Year 11 study Living in the Wider World in Term 2 to correlate with choosing options and pathways for Further Study

	Term 1: Health and Wellbeing	Term 2: Relationships
Year 7	<ul style="list-style-type: none"> <li>How the body changes during puberty</li> <li>Healthy lifestyles</li> <li>The dangers of smoking</li> <li>Where to find help and support when in need</li> <li>How to respond to an emergency including basic first aid</li> </ul>	<ul style="list-style-type: none"> <li>Effective communication and teamwork</li> <li>Different types of relationships in our society</li> <li>The importance of kindness and how to help those in need</li> <li>Understanding emotions and how to show compassion</li> <li>Conflict management and effective ways of navigating difficult times in friendships</li> <li>Online safety and how to avoid, recognise and report online grooming</li> </ul>
Year 8	<ul style="list-style-type: none"> <li>Causes of cancer and how to carry out checks</li> <li>The dangers of Gambling and the different types of risks</li> <li>Female Genital Mutilation-What it is, why it happens, how to find help and recognise when someone maybe in danger</li> <li>The facts, risks and effects of alcohol on the body, including how to deal with peer pressure</li> <li>How to keep good mental health and recognizing the signs of depression, including where to get help</li> <li>How we can keep good mental health and positive body image</li> <li>Vaccinations, how they work and why we have them</li> <li>How to achieve and maintain good personal hygiene</li> </ul>	<ul style="list-style-type: none"> <li>What bullying is and how to stop it</li> <li>Discrimination, homophobia and British values</li> <li>Managing loss, grief and bereavement</li> <li>Gang culture and effective exit strategies</li> </ul>
Year 9	<ul style="list-style-type: none"> <li>The importance of consent, assertiveness and how to know when a person gives consent</li> <li>All methods of available contraception</li> <li>STI's, how to avoid them and where to get help</li> <li>HIV, the facts and how it is transmitted</li> <li>The meaning of gender identity and sexual orientations</li> <li>What is self-harm and why people do it, including where to get help and identify those that may need support</li> <li>How to cope and minimize stress</li> <li>Drugs and the law</li> <li>Types of drugs and their effects</li> </ul>	<ul style="list-style-type: none"> <li>How to deal with peer pressure</li> <li>What domestic violence is and how to get help</li> <li>The dangers and law of sexting</li> <li>LGBTQAI-To know the different identities and understand the issue of gender stereotyping</li> <li>Teenage Pregnancy and the issues young parents face</li> <li>How unrealistic relationships are represented in the media and the effects it has on society</li> </ul>

Year 10	<ul style="list-style-type: none"> <li>• How to manage grief and the different feelings people can experience</li> <li>• What social anxiety is and how to manage it</li> <li>• How social media impacts self-esteem and that what we see isn't necessarily real</li> <li>• Why people commit suicide and how to help those that are in need</li> <li>• The dangers of binge drinking and how to manage the peer pressure</li> <li>• The risks of tattoos, piercings, sun beds and cosmetic surgery</li> <li>• What hate crime is and what we can do to stop it</li> </ul>	<ul style="list-style-type: none"> <li>• How to effectively manage conflict in our relationships</li> <li>• The law on revenge porn and how to avoid it</li> <li>• Identifying positive role models and reflecting on who we look up to</li> <li>• Sexism and the law</li> <li>• The challenges and responsibilities of being a parent</li> <li>• Trans identity and discrimination</li> </ul>
	<b>Term 1: Health and Wellbeing</b>	<b>Term 3: Relationships</b>
Year 11	<ul style="list-style-type: none"> <li>• Digital Footprints and the legacy it leaves</li> <li>• The risks and dangers of Gambling &amp; Online gaming</li> <li>• Fertility &amp; Reproductive Health</li> <li>• The importance of sleep and how to achieve effective sleep</li> <li>• Body positivity and obesity</li> <li>• Perseverance and procrastination: how to be more pro-active</li> </ul>	<ul style="list-style-type: none"> <li>• What is good, safe and healthy sex and when to know you are ready</li> <li>• The law on consent and sexual abuse and where to find help and support</li> <li>• Safe sex and the dangers of sex under the influence of alcohol and drugs</li> <li>• The impacts of body shaming</li> <li>• How to deal with relationship break up's</li> <li>• How to achieve happiness and the benefits of being positive</li> </ul>

## Appendix 2: By the end of secondary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"> <li>• That there are different types of committed, stable relationships</li> <li>• How these relationships might contribute to human happiness and their importance for bringing up children</li> <li>• 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</li> <li>• Why marriage is an important relationship choice for many couples and why it must be freely entered into</li> <li>• The characteristics and legal status of other types of long-term relationships</li> <li>• The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</li> <li>• 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</li> </ul>
Respectful relationships, including friendships	<ul style="list-style-type: none"> <li>• 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</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• 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)</li> <li>• 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</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</li> <li>• That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</li> <li>• What constitutes sexual harassment and sexual violence and why these are always unacceptable</li> <li>• 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</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Online and media	<ul style="list-style-type: none"> <li>• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</li> <li>• 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</li> <li>• Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</li> <li>• What to do and where to get support to report material or manage issues online</li> <li>• The impact of viewing harmful content</li> <li>• 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</li> <li>• That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</li> <li>• How information and data is generated, collected, shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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)</li> </ul>
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</li> <li>• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</li> <li>• That they have a choice to delay sex or to enjoy intimacy without sex</li> <li>• The facts about the full range of contraceptive choices, efficacy and options available</li> <li>• The facts around pregnancy including miscarriage</li> <li>• 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)</li> <li>• 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</li> <li>• About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</li> <li>• How the use of alcohol and drugs can lead to risky sexual behaviour</li> <li>• How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</li> </ul>

### Appendix 3: 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	