

# Relationships and sex education policy

Approved by:

Governors

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## 1. Aims

The aims of relationships and sex education (RSE) at Brookfield 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

As a maintained secondary school we must provide RSE to all pupils 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](#).

## 3. Policy development

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

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

## 4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

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

RSE is not about the promotion of sexual activity.

## 5. Curriculum

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

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

## 6. Delivery of RSE

RSE is taught within the personal, social development (PSD) education curriculum. Biological aspects of RSE are taught within the science curriculum..

Pupils may also receive stand-alone sex education sessions delivered by a trained health professional, however, given the SEMH nature of our learners, this is not always appropriate.

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 body

The governing board will approve the RSE 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/non-science** components of RSE (see section 8).

### 7.3 Staff

Staff are responsible for:

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

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher. All form tutors deliver RSE as part of PSD.

### 7.4 Pupils

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

## 8. Parents' right to withdraw

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

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the 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**

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 where appropriate.

## **10. Monitoring arrangements**

The delivery of RSE is monitored by Hannah Speakman (Deputy Head) through:

Learning walks, Book scrutiny and surveys

This policy will be reviewed by Hannah Speakman. At every review, the policy will be approved by the Governing Body.

## Appendix 1: Curriculum map

### Relationships and sex education curriculum map-**RSE IN RED**

#### Curriculum Overview 2021/22

Subject: Personal Development

Contributors: Hannah Speakman

Year	Autumn Term		Spring Term		Summer Term	
Core themes	<u>Half Term 1</u> <u>21 sessions</u> <u>HEALTH AND WELLBEING</u>	<u>Half Term 2</u> <u>24 sessions</u> <u>LIVING IN THE WIDER WORLD</u>	<u>Half Term 3</u> <u>18 sessions</u> <u>RELATIONS HIPS</u>	<u>Half Term 4</u> <u>18 sessions</u> <u>HEALTH AND WELLBEING</u>	<u>Half Term 5</u> <u>15 sessions</u> <u>RELATIONS HIPS</u>	<u>Half Term 6</u> <u>21 sessions</u> <u>LIVING IN THE WIDER WORLD</u>
7/8 Nurture	Transition to Secondary school  Diet, exercise and how to make healthy choices	Enterprise skills and introduction to careers  Challenging career stereotypes and raising aspirations	Diversity, prejudice and bullying including cyber bullying  Managing on and off-line friendships	The risks of alcohol, tobacco and other substances  Managing puberty, issues of unwanted contact and FGM	Self-esteem, romance and friendships  Exploring family life including marriage	Enterprise skills and introduction to careers  Making ethical financial decisions  Saving, spending and budgeting our money
RE	Diwali (Hinduism)	Christmas (Christianity), Day of the Dead	Chinese New Year, Bodhi Day (Buddhism)	Easter (Christianity)	Passover (Judaism)	Eid-al-Fitr (Islam)
8 Atlantic	First Aid and personal safety, focusing on road safety  Alcohol and drug misuse and managing peer influence	Rights and responsibilities in the community  Tackling age and disability discrimination	Tackling racism and religious discrimination, promoting human rights  Online safety and digital literacy	Mental health and emotional wellbeing including body image  Managing change and loss	Introduction to sexuality and consent  Introduction to contraception including condoms and the pill	Evaluating value for money in services  Risks and consequences making financial decisions
RE Via ASDAN	ASDAN Beliefs and Values-Values, beliefs and decision making A	ASDAN Beliefs and Values-Crime and punishment A (Christianity and 1 other faith)	ASDAN Beliefs and Values-Peace and Conflict A (Christianity and 1 other faith)	ASDAN Beliefs and Values-Creed A (Christianity and 1 other faith)	ASDAN Beliefs and Values-Inspiration A (Christianity and 1 other faith)	ASDAN Beliefs and Values-Environment A (Christianity and 1 other faith)

9- Arctic	Peer pressure, assertiveness and risk, gang crime  Dieting, lifestyle balance and unhealthy coping strategies	Understanding careers and future aspirations  Identifying learning strengths and setting goals as part of the GCSE options process	Managing conflict at home and the dangers of running away from home  Tackling homophobia, transphobia and sexism	Managing peer pressure in relation to illicit substances  Assessing the risks of drug and alcohol use and addiction	Relationships and sex education including healthy relationships, CSE and consent  The risks of STI's, sexting and pornography	Planning and carrying out an enterprise project  Reflecting on learning skills development in key stage 3
RE Via ASDAN	ASDAN Beliefs and Values-Values, beliefs and decision making B	ASDAN Beliefs and Values-Crime and punishment B	ASDAN Beliefs and Values-Peace and Conflict B	ASDAN Beliefs and Values-Creed B	ASDAN Beliefs and Values-Inspiration B	ASDAN Beliefs and Values-Environment B
10- KG	Transition to key stage 4 and developing study habits  Mental health and ill health, tackling stigma	Understanding the causes and effects of debt  Charities	Tackling relationship myths and expectations  Managing romantic relationship challenges including break ups	Exploring the influence of role models  Evaluating the social and emotional risks of drug use	Understanding different families and learning parenting skills  Managing change, grief and bereavement	Preparation for work experience  Evaluation of work experience and readiness for work
Citizenship Via ASDAN	ASDAN Citizenship-Rights and responsibilities	ASDAN Citizenship-Community and Volunteering	ASDAN Citizenship - Government and Democracy	ASDAN Citizenship -Law and order	ASDAN Citizenship -Finance	ASDAN Citizenship-Global citizenship
11- Pacific	Promoting self-esteem and coping with stress  Learning and revision skills to maximise potential	Understanding the college application process and plans beyond school  Skills for employment and career progression	Personal values and assertive communication in relationships  Tackling domestic abuse and forced marriage	Health and safety in independent contexts  Taking responsibility for health choice	British Values, human rights and community cohesion  Challenging extremism and radicalisation	Exams
SMSC Calendar events	<ul style="list-style-type: none"> <li>Parent and carer coffee morning</li> </ul>	<ul style="list-style-type: none"> <li>Guy Fawkes Night</li> <li>Armistice Day</li> </ul>	<ul style="list-style-type: none"> <li>World Peace Day</li> <li>Tower Wood</li> </ul>	<ul style="list-style-type: none"> <li>Red Nose Day</li> <li>Shrove Tuesday</li> </ul>	<ul style="list-style-type: none"> <li>Parent and carer event</li> <li>Easter</li> </ul>	<ul style="list-style-type: none"> <li>Healthy Eating Week</li> <li>Fathers' Day</li> </ul>

	<ul style="list-style-type: none"> <li>• School council election</li> <li>• EID</li> <li>• Macmillan charity event</li> <li>• Black History Month</li> <li>• National Poetry Day</li> <li>• World Teachers Day</li> <li>• Young Minds Day</li> <li>• Harvest</li> </ul>	<ul style="list-style-type: none"> <li>• Anti-bullying week</li> <li>• National No-smoking day</li> <li>• Road safety week</li> <li>• World Aids Day</li> <li>• Jumper Charity Day</li> <li>• International Human Rights Day</li> <li>• Christmas Fair</li> <li>• Christmas Dinner</li> </ul>	<ul style="list-style-type: none"> <li>• Residential</li> <li>• Parent and carer event</li> <li>• LGBT</li> <li>• History month</li> <li>• Young Carers Day</li> <li>• Safer Internet Day</li> <li>• Chinese New Year</li> <li>• Eating Disorder Awareness Week</li> <li>• Valentine's Day</li> </ul>	<ul style="list-style-type: none"> <li>• Ash Wednesday and Lent</li> <li>• World Book Day</li> <li>• Knife Crime Awareness Week</li> <li>• Mother's Day</li> <li>• Commonwealth Day</li> </ul>	<ul style="list-style-type: none"> <li>• St George's Day</li> <li>• Bikeability and bike safe week</li> <li>• Cultural Diversity Day</li> <li>• Fruity Friday</li> </ul>	<ul style="list-style-type: none"> <li>• End Holiday Hunger</li> <li>• Sports Day</li> </ul>
<b>Key:</b>	<b>PSHE</b>	<b>CEIAG</b>	<b>CITIZENSHIP</b>	<b>RE</b>	<b>PERSO NAL FINAN CE</b>	<b>SMSC</b>
<b>School lunch link:</b>	<p>Eid-Indian food</p> <p>Black History month-Soul Food</p>	<p>Christmas-Traditional Christmas Dinner</p>	<p>Chinese New Year-Chinese themed food</p>	<p>Shrove Tuesday-Pancakes</p>	<p>Fruity Fridays - Pupils will be given opportunity to taste a variety of exotic fruits.</p>	<p>Healthy Eating week-Lots of healthy options for pupils to try.</p>



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 when to report</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>
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>

TOPIC	PUPILS SHOULD KNOW
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 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	