



Sex and Relationships Education Policy

SHUTTLEWORTH COLLEGE

Date of next revision :

September 2023

Reviewed and monitored by:

Rebecca Bonny and Lucy Binns

Approved by :

Awaiting ratification

Basic information

This policy covers the college's approach to Sex and Relationships Education (SRE). Sex and relationships education is the instruction and enlightenment of pupils in their knowledge and understanding of various different forms of relationships including platonic relationships, family relationships and sexual relationships, including issues relating to sex and sexual behaviour.

1.Aims

The main aims of sex and relationship education are:

- To help and support students through their physical, emotional and moral development.
- To help students learn to respect themselves and others.
- To give students the skills and understanding they need to move with confidence from childhood through adolescence into adulthood.
- To ensure that students are safe from exploitation, have a secure knowledge and understanding in the decisions they make and have confidence in acting upon this knowledge.
- To provide a framework in which sensitive discussions can take place.
- To create a positive culture around issues of sexuality and relationships.
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- To teach pupils the correct vocabulary to describe themselves, their bodies and their relationships with others.
- To help pupils to develop feelings of self-respect, confidence and empathy.

2.Statutory Requirement

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](#).

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

It is a legal requirement that all schools have a sex and relationships education policy. The Governing Body is responsible for developing the policy considering the culture of the community the school serves whilst ensuring the following:

- All students have an equal entitlement to sex and relationship education.
- The SRE programme is firmly embedded in the PSHE framework.
- Staff will receive appropriate training and support so that they feel confident to deliver the programme.
- The SRE policy and programme of study is in accordance with statutory requirements of study for both Key Stage Three and Four.

3. Policy Development

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

1. Review – Lucy Binns (PSHE lead) pulled together all relevant information including relevant national and local guidance.
2. Staff consultation – staff made aware of the SRE policy and have the opportunity to make any recommendations, especially those who are involved in its delivery.
3. Pupil consultation – we investigated what exactly pupils want from their RSE through student voice.
4. 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 RSE 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 pupils and staff, and considered the age, developmental stage, needs and feelings of our 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.

6. 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).

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 make sure 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 and 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). We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
 - Safe and supported
 - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats
- Give careful consideration to the level of differentiation needed

Use of resources

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

7. Use of External organisations and materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We will:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with pupils' developmental stage
 - Comply with:
 - This policy
 - The Teachers' Standards
 - The Equality Act 2010
 - The Human Rights Act 1998
 - The Education Act 1996
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with

- Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers

We won't, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

8.Roles and responsibilities

The governing board

The governing board 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 pupils from [non-statutory/non-science] components of RSE (see section 9).

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.

The Humanities department are mainly responsible for the delivery of the RSE curriculum. Some aspects of the RSE curriculum are to be delivered in form time, mainly at Key Stage Four. All resources planned by Lucy Binns (PSHE lead) and shared with staff in a timely manner, meaning that staff are able to respond to the needs of their students.

The programme will be taught through a range of teaching methods, including source work, use of media, group work, class discussion and questioning and analysis tasks.

A safe and supportive learning environment will be created by ensuring the staff used to deliver sessions are appropriately trained and prepared to do so. These members of staff are also role models for positive interpersonal relationships. The school seeks to provide a safe and secure learning environment for SRE that enables children and young people to gain accurate knowledge and develop their own values and attitudes, by having a clear set of ground rules that are enforced when discussing sensitive issues, and by listening to the needs of our pupils. The SRE programme is taught in accordance to the guidance provided by the government, as well as the PSHE Association. In addition to this, content is reviewed regularly to fit with the needs of our school, meaning that we can provide a more bespoke approach to our SRE programme.

Pupils

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

SEND, inclusion, equality and diversity

The needs and interests of all pupils, irrespective of sexuality, gender, culture, ability or aptitude are by including a varied range of examples and case studies in lessons and resources, so that all pupils gain a thorough understanding of topics.

Teaching will consider the ability, age, readiness, and cultural backgrounds of students and those with English as a second language to ensure that all can fully access PSHE education provision. Staff will use appropriate language and encourage students to take part in discussions with the expected level of maturity. Students will respect the privacy of others and understand the sensitivity of information that they may be party to.

The school's equality policy will be enforced throughout SRE to ensure all strands of diversity including disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity, religion or sexual orientation or whether they are looked after children are considered. Students with SEN are encouraged to take part in the same lessons as their peers. Differentiated resources and additional support will be made available to students who cannot access the standard learning materials. If additional sessions are felt necessary to support some students these will be conducted through the school's SEND department. All resources are made available to the school's SEND department, allowing them to be accessed when appropriate.

9. 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.

10. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar. Regular meetings are led by Lucy Binns with those who are delivering the RSE curriculum to ensure that staff are confident in their abilities to deliver the curriculum effectively. A curriculum support guidance booklet has also been created to offer support for PSHE and SRE with optional CPD opportunity for staff to engage with.

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.

11. Confidentiality

Disclosures from pupils may take place and they will be reassured that their best interests will be maintained. Staff will follow the necessary safeguarding procedures as per our Child Protection and Safeguarding Policy Procedures. They will be encouraged to talk to their parents or carers. They will be reassured that if confidentiality must be broken they will be informed first and supported as appropriate. If there is a child protection issue the teacher will inform the safeguarding team immediately.

12. Monitoring Arrangements

The delivery of RSE is monitored by Lucy Binns, PSHE Lead through the whole school quality assurance calendar. Learning walks will be conducted on staff who are delivering the PSHE and RSE curriculum where book scrutinies and discussions with students will be carried out. If any issues are identified through quality assurance, then these will be addressed and monitored by Lucy Binns with support from SLT.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems. This policy will be reviewed by Rebecca Bonny DSL and Lucy Binns PSHE Lead, annually. At every review, the policy will be approved by the governing body.

Appendix One – Curriculum Map:

What will I learn about in KS3 PSHE at Shuttleworth College?



KS4 PSHE:

- Reforming Negative Thoughts
- Sexual Harassment
- Gamble Aware

What next?

KS3 PSHE

Living in the Wider World

- Sign language
- Celebrating our successes

Living in the Wider World

- Rights and responsibilities
- Global citizen
- How does politics affect me?

Health and Wellbeing

- Contraception
- STIs
- First Aid

Health and Wellbeing

- Cancer aware
- Exercise
- Mental health

Year 9

Living in the Wider World

- What does it mean to be British?
- Does democracy work?
- UK government

Living in the Wider World

- Sign language
- Celebrating our successes

Health and Wellbeing

- Knife crime
- Going out
- Legal highs

Relationships

- Sex in the media
- Being in a relationship
- Abusive relationships
- Loss in relationships

Relationships

- Sexting
- Child sexual exploitation
- What is porn?

Health and Wellbeing

- Gangs and county lines
- What lies beneath?
- Online dangers

Relationships

- Consent
- Values in a relationship
- Expectations in a relationship
- Gender and sexuality

Health and Wellbeing

- Mental health
- Body image
- Eating disorders

Year 8

Living in the Wider World

- Sign language
- Celebrating our successes

Relationships

- Cyberbullying
- Who are you talking to?
- Respecting our community

Health and Wellbeing

- Importance of physical activity
- Food glorious food
- Managing money

Health and Wellbeing

- Smoking
- Drugs
- Peer Pressure
- Building Resilience

Relationships

- Gender and Sexuality
- Homophobia
- Religious Prejudice and Islamophobia

Health and Wellbeing

- I'm Angry
- My body is changing
- Personal safety
- Risk

Year 7

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

TOPIC	PUPILS SHOULD KNOW
Families	<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 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	<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 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

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	<p>Include notes from discussions with parents and agreed actions taken.</p> <p>Eg: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom</p>