



Denefield School

Relations & Sex Education Policy (RSE)

Approved by Standards on	20 January 2021
Date of next review	January 2024
Review cycle	Triennial
Policy control sheet updated	Yes
Type of policy	Statutory
Policy owner	Headteacher
Location of policy	Website



Relationships and Sex Education Policy

Definition

- Relationships and sex education (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.

Aims

The aims of relationships and sex education at Denefield 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

Purpose

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

Statutory requirements

As a secondary academy school Denefield must provide RSE to all students 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](#). The statutory guidance can be found here [Relationships Education, Relationships and Sex Education and Health Education guidance \(publishing.service.gov.uk\)](#). A summary can be found in Appendix 1.

Roles and responsibilities

Trust Board

The trust 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 for excusing (withdrawing) students from non-statutory components of RSE.

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 Headteacher.

Students

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

Curriculum provision

The school's current curriculum map can be found in Appendix 2. This curriculum has been developed, 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 and sensitive manner.

Curriculum delivery

RSE is taught within the Success for Life curriculum, which covers personal, social, health and careers education (PSHCE). Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Students 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

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. Some children may have a different structure of support around them - for example children who are looked after (CLA) or young carers.

The right to excuse

Parents and carers have the right to excuse (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 requesting the write to excuse 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 student's educational record. The headteacher will discuss the request with parents and take appropriate action.

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

Monitoring

Monitoring of curriculum provision and delivery is conducted by members of the Senior Leadership Team and Heads of House, through:

- Monitoring lesson planning
- Lesson drop ins and observations
- Book scrutiny
- Student voice

Who/what was consulted

The Senior Leadership Team
Head of House with responsibility for Success for Life (PSHCE)
Parents and carers

Linked policies

Equalities policy
Curriculum Policy
Drugs Education Policy
Teaching and Learning policy

Appendix 1: Statutory guidance: by the end of secondary school students should know:

TOPIC	STUDENTS 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

TOPIC	STUDENTS SHOULD KNOW
Online and media	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 2: Denefield School relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 7	Spring 2	Developing self-confidence and self-worth: <ul style="list-style-type: none"> • Puberty and managing change • Body satisfaction and self-concept 	
Year 7	Summer 1	Developing assertive communication, risk management and support-seeking skills: <ul style="list-style-type: none"> • Rights in the community • Relationship boundaries • Unwanted contact • FGM and forced marriage 	
Year 8	Autumn 2	Developing agency and strategies to manage influence and access support: <ul style="list-style-type: none"> • Introduction to contraception • Resisting peer influence • Online choices and influences 	
Year 8	Summer 1	Developing communication and negotiation skills, clarifying values and strategies to manage influence: <ul style="list-style-type: none"> • Healthy relationships • Boundaries and consent • LGBT+ inclusivity • 'Sexting' • Managing conflict 	
Year 9	Summer 1	Developing assertive communication, clarifying values and strategies to manage influence: <ul style="list-style-type: none"> • Healthy/unhealthy relationships • Consent • Relationships and sex in the media 	
Year 9	Summer 2	Developing decision making, risk management and support-seeking skills <ul style="list-style-type: none"> • Sexually transmitted infections (STIs) • Contraception • Personal safety 	
Year 10	Autumn 2	Developing empathy and compassion, strategies to manage influence and assertive communication: <ul style="list-style-type: none"> • Relationship expectations • Impact of pornography • Identifying and responding to abuse and harassment 	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 10	Spring 1	Developing agency and decision making, strategies to manage influence and access support: <ul style="list-style-type: none"> • First aid and life-saving • Personal safety • Online relationships 	
Year 10	Summer 1	Developing respect for diversity, risk management and support- seeking skills: <ul style="list-style-type: none"> • Nature of committed relationships • Forced marriage • Diversity and discrimination 	
Year 11	Autumn 2	Developing communication and negotiation skills, risk management and support-seeking skills: <ul style="list-style-type: none"> • Relationship values • Maintaining sexual health • Sexual health services • Managing relationship challenges and endings 	
Year 11	Spring 1	Developing empathy and compassion, clarifying values and support-seeking skills: <ul style="list-style-type: none"> • Families and parenting • Fertility, adoption, abortion • Pregnancy and miscarriage • Managing grief and loss 	

Appendix 3: Parent form: withdrawal from sex education within RSE. Please return to the Headteacher via the Headteacher's PA sen@denefield.org.uk

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	