



**Sharpley**  
S C H O O L

# Relationships and Sex Education (RSE) Policy

**Draft Policy Approved by Full Governing Body**

**Date: 1st April 2020**

**Last reviewed on:**

**Next review due by: April 2022**

## Contents

1. Aims	3
2. Statutory requirements	3
3. Policy development	3
4. Definition	3
5. Curriculum	4
6. Delivery of RSE	4
7. Roles and responsibilities	4
8. Parents' right to withdraw	5
9. Training	5
10. Monitoring arrangements	5
Appendix 1: Curriculum map	7
Appendix 2: By the end of primary school pupils should know	9
Appendix 2: By the end of secondary school pupils should know	10
Appendix 3: Parent form: withdrawal from sex education within RSE	11
Appendix 4: Initial consultation comments	12

---

## 1. Aims

The aims of relationships 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

As a secondary academy 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 Sharples, 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 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. The Sharples PTA and Governors – were invited to review the policy and provide feedback.
4. Pupil Consultation – we investigated what exactly pupils want from their RSE using the Student Affairs Committee.
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 do not seek answers online.

## 6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum; this is facilitated through an extended form time weekly. Information is then consolidated through Super Learning Days, which take place termly, and utilise external services to provide contextual learning. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education.

For more information about our RSE curriculum, see Appendices 1 and 2.

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, 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).

## 7. Roles and Responsibilities

### 7.1 The Governing Board

The Governing Board will approve the RSE policy, and hold the Headteacher to account for its implementation.

### 7.2 The Headteacher

The head teacher 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 attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from these 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. All form tutors receive regular training from internal and external staff to ensure they are competent to deliver training on RSE.

## 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 respond appropriately.

Alternative work will be given to pupils who are withdrawn from sex education.

Parents are strongly advised to consider this carefully as all lessons are planned to ensure student's well-being is not affected adversely. Research shows that RSE reduces risk of underage pregnancy, teenage pregnancies and the spread of sexually transmitted diseases. School will support any parents who have concerns to ensure an informed decision is made.

## 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 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.

Staff are safeguarding trained and will act appropriately if any concerns arise.

## 10. Monitoring Arrangements

The Learning Skills for Life Coordinator, monitors the delivery of RSE:

- Regular drop-ins to RSE lessons
- Feedback from staff and students
- Workbook scrutiny
- Annual review of the curriculum content to ensure it is relevant to local context

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

The Assistant Headteacher (Behaviour, Safety and Ethos), will review this policy annually. At every review, the Headteacher and the Governing body will approve the policy.

## Appendix 1: Curriculum Map

### Relationships and Sex Education Curriculum Map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 7	Autumn 1	<p>Health and wellbeing:</p> <ul style="list-style-type: none"> <li>Managing transition from Primary to Secondary school</li> <li>All students will complete the ASDAN Lift Off programme and receive Certification</li> </ul>	ASDAN Lift Off course, workbooks and tasks
Year 7	Spring 2	<p>Careers:</p> <ul style="list-style-type: none"> <li>Likes and dislikes</li> <li>Hobbies and interests</li> </ul>	Presentations
Year 7	Summer 3	<p>Relationships and Sex Education:</p> <ul style="list-style-type: none"> <li>Healthy Relationships</li> <li>Managing Emotions</li> <li>Respect and Equality</li> </ul>	Workbooks School nurse
Year 8	Autumn 1	<p>Relationships and Sex Education:</p> <ul style="list-style-type: none"> <li>Negative Relationships</li> <li>What is Abuse</li> <li>Bullying</li> </ul>	Workbooks Fort Alice School Counsellors
Year 8	Spring 2	Careers	

			<ul style="list-style-type: none"> <li>• Careers and the world around me</li> <li>• Personal strengths and Identifying interests</li> <li>• Option choices</li> </ul>	
Year 8	Summer 3	<ul style="list-style-type: none"> <li>• Health and Wellbeing</li> <li>• Identify and access help and support</li> <li>• How to respond in an emergency – First Aid</li> <li>• Enterprise and ambition</li> </ul>	<p>Workbooks</p> <p>St Johns Ambulance</p>	
Year 9	Autumn 1	<p>Careers</p> <ul style="list-style-type: none"> <li>• Exploring personal strengths</li> <li>• Career skills and competencies</li> <li>• Identifying interests</li> </ul>		
Year 9	Spring 2	<p>Health and Wellbeing</p> <ul style="list-style-type: none"> <li>• Assess and manage risk to health</li> <li>• The role of the media and how to keep safe</li> <li>• Economic and business environment</li> </ul>	<p>Workbooks</p>	
Year 9	Summer 3	<p>Relationships and Sex Education</p> <ul style="list-style-type: none"> <li>• Characteristics of a strong positive relationship</li> <li>• Exploitation</li> </ul>	<p>Workbooks</p> <p>Greater Manchester Police</p>	

			<ul style="list-style-type: none"> <li>To understand when a relationship is not healthy</li> </ul>	
Year 10	Autumn 1		<ul style="list-style-type: none"> <li>Relationships and Sex Education</li> <li>Bereavement</li> <li>Separation and divorce</li> <li>How to access appropriate support</li> </ul>	Workbooks Samaritans Bereavement Counselling Service Trained in-school grief support
Year 10	Spring 2		Careers	
Year 10	Summer 3		Health and Wellbeing <ul style="list-style-type: none"> <li>Informed choices about health and wellbeing</li> <li>Teenage pregnancy</li> <li>Financial choices</li> </ul>	Workbooks School nursing team
Year 11	Autumn 1		<ul style="list-style-type: none"> <li>Health and Wellbeing from exam point of view, stress and anxiety</li> </ul>	
Year 11	Spring 2		<ul style="list-style-type: none"> <li>Careers</li> </ul>	

## Appendix 2: By the End of Secondary School Pupils Should Know

PUPILS SHOULD KNOW	
TOPIC 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 relationships</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>
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> </ul>

	<ul style="list-style-type: none"> <li>● That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including prison</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	<p>Include notes from discussions with parents and agreed actions taken.                      E.g. XXX will be taking part in all relationships lessons and, during the sex education lessons, he will be working independently on task from a range of curriculum subjects</p>

## APPENDIX 4

### **On Wednesday 18th March Parental Consultation took place with the Sharples Association PTA**

The following comments were noted:

#### PARENT OF CHILD IN YEAR 10

The policy looks fine. The only concern is that if a pupil lives in an abusive environment they may not know anything wrong with it. Would there be someone they could talk to? Are staff trained to spot signs of vulnerability during teaching these topics and do they know what next steps to take?

#### PARENT OF CHILD IN YEAR 11

The policy and curriculum coverage is really good. It covers many subjects parents would feel uncomfortable discussing with their own child, but is important information which they need to know.

#### PARENT OF CHILD IN YEAR 8

The coverage in Year 7 and 8 looks age appropriate and it is positive that this is compulsory in schools now.

### **Wider Parental Consultation**

All parents were consulted by letter and asked to give feedback on the draft policy and throughout that period the document was accessible to all on the school website.

The consultation closed on May 4th and no feedback relating to the policy was received.