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## Relationship and Sex Education (RSE) Policy

### A WORKING DOCUMENT

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## Section 1 – The Context of Our Relationships and Sex Education Policy

### a) Our Shared Beliefs about RSE

We believe RSE is learning about emotional, social and physical aspects of growing up and about relationships. It should equip young people with information about the body, reproduction, sex, sexuality and sexual health. It also enables them to develop essential life skills for building and maintaining positive, enjoyable, respectful and non-exploitative relationships and staying safe, both on and off line. RSE will enable young people to respectfully explore their own attitudes and those of others.

### b) Entitlements

We, together with others in our community, are committed to working towards the implementation and development of the following entitlements.

**Young People** are entitled to:

- Accurate, up-to-date, useful and appropriate information delivered in a way that meets their individual needs
- A well-planned, well-delivered RSE programme, which is flexible to cater for their changing needs over time
- Know where and how to access information, support and local services
- Be informed about issues of confidentiality and how it affects them
- Have their views and ideas received in a respectful and non-judgmental manner
- Be involved in developing and evaluating the content, delivery and timing of their RSE programme.

**Adults working with young people** are entitled to:

- Access to high quality, up-to-date, accurate information, resources and training
- Mutual understanding of roles and responsibilities in relation to the planning and delivery of RSE
- Contribute their views and ideas in support of the development of RSE
- Professional guidance and support with opportunities to share good practice
- Be informed about issues of confidentiality and safeguarding and procedures to be followed.

**Parents, carers and other adults in the community** are entitled to:

- Accessible, accurate, up-to-date, information about the RSE curriculum delivered in a way which meets their needs
- A safe and supportive environment for their children
- Information about how and when RSE is taught
- Be given opportunities to understand their rights and responsibilities in relation to RSE policy and curriculum
- Be informed about issues of confidentiality and safeguarding
- Have their views and ideas received in a respectful, non-judgmental manner.

### c) The Wider Agenda

RSE is part of the wider agenda of promoting positive relationships and sexual health for young people to which many individuals and organisations in our community contribute. Our RSE Policy contributes to meeting local and national priorities as described in strategies such as:

- [Sexual Health Improvement Framework 2013](#)
- [Improving Young People's Health and Wellbeing: a framework for public health](#)
- [Keeping Children Safe in Education 2016](#), including duties to prevent female genital mutilation (FGM), child sexual exploitation (CSE) and peer on peer abuse.
- [The link between pupil health and wellbeing and attainment 2014](#) Public Health England

This policy draws on and is informed by the following national and local documents: Sex and Relationships Education for the 21st Century' (Brook, PSHE Association, Sex Education Forum)

- Sex Education Forum (Sex Education Forum)
- National Curriculum (DfE 2014)
- Sex and Relationship Education Guidance (DfEE 2000).
- Not Yet Good Enough (Ofsted 2013) (report on PSHE)
- Programme of Study for PSHE Education (PSHE Association)
- Young People, Relationships and Sex – The New Norms (IPPR 2014)
- Health-Related Behaviour Survey 2016 SHEU
- Shhh....No Talking – LGBTQ Inclusive RSE in the UK 2016

## Section 2 –Our Relationships and Sex Education Policy

### A) Introduction

Our work in RSE is set in the wider context of our school values and ethos:

- We promote a healthy, safe and caring learning environment for all students and staff.
- We provide a broad and balanced curriculum for all our students, which values their diverse backgrounds and needs.
- We promote pupil's self-esteem and emotional wellbeing and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at school, at work and in the community.
- We prepare our students to confidently engage with the challenges of adult life.
- We help our students to learn to respect themselves and others and move confidently from childhood, through adolescence, into adulthood.
- We create a wider awareness of religious and moral values within a Christian framework and respect for other races, religions and ways of life.

Other school policies are relevant to our provision of RSE: PSHE and Citizenship, Safeguarding and Child Protection, Science, Confidentiality, Behaviour, Anti-Bullying, Inclusion, Equality, Staff Health and Wellbeing.

This RSE Policy will be made available to staff, parents and governors in their policy folders/ on the school network/ on the school website.

This policy is consistent with current national legislation (Education Act 2002 and Academies Act 2010). It is also consistent with current national guidance 'Sex and Relationship Education Guidance'

Our Policy reflects the forthcoming statutory status of RSE, as described in the Children and Social Work Bill 2017. Our Policy also reflects recommendations from OfSTED and the Sex Education Forum.

We believe that provision of high quality RSE supports us in fulfilling other statutory duties:

- Education and Inspection Act 2006 describes our duty to promote pupil wellbeing
- Keeping Children Safe in Education sets out our responsibilities for safeguarding and the requirement to be alert to signs that students may be at risk of Female Genital Mutilation
- The Equality Act 2010 describes our duty to ensure that teaching is accessible to all students.

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Our RSE policy is the responsibility of the governing body and has been developed by the head of PSHE with the support of the Head Teacher and Equality and Diversity lead. It was discussed and ratified by School Governors on 12<sup>th</sup> February 2019.

### b) Our Aims for RSE

All adults in our school will work towards achieving these aims for RSE. We seek to enable students to:

- develop interpersonal and communication skills
- develop and explore personal values and a moral framework to guide decisions and behaviour
- develop understanding of the value of marriage, stable relationships and family life as a positive environment for bringing up children
- respect themselves and others, their views, backgrounds, cultures and experiences

- develop relationships based on mutual respect
- explore the role of trust in healthy relationships
- be able to confidently name the parts of the body and understand the process of human reproduction
- understand the reasons for and benefits of delaying sexual activity
- be prepared for puberty and the emotional, social and physical effects understand the attitudes and skills needed to maintain their sexual health explore the implications of new technologies for relationships, focusing on safety and privacy
- recognise and avoid exploitative, coercive and controlling relationships
- explore and confidently discuss issues and develop skills relating to consent in different relationships
- explore their own values and attitudes towards gender identity
- value, care for and respect their own bodies
- have the skills and knowledge to access advice and support from local services

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### c) Delivering Our RSE Curriculum

We recognise that good RSE is only possible in the context of provision of high quality PSHE. Some of our aims for RSE will be covered through broader PSHE, some through specific RSE provision and some through other subject areas and enrichment.

Our RSE Curriculum (see appendix A) is wholly consistent with the National Curriculum (2014), DfE and OfSTED guidance. It also reflects best practice described by the Sex Education Forum and PSHE Association. Some elements of our RSE curriculum are part of the compulsory National Curriculum for Science (e.g. the biological aspects of puberty, reproduction and the spread of viruses) and some parts are based on non-statutory guidance from the PSHE Association (2013). By September 2019, we expect that our RSE programme will be covered by the new statutory status of RSE. We will review our curriculum annually, as the guidance on statutory RSE is developed.

We consider RSE to be a continuous process of learning, which begins well before students enter our school and continues into adulthood. We have planned a progressive curriculum appropriate to each age group. All adults in our school have a part to play in supporting the delivery of RSE.

We will describe our RSE curriculum as part of our wider provision for PSHE on the school website. Thus complying with our statutory duty to publish our school curriculum online.

The objectives of the RSE Curriculum will be taught in:

- PSHE through designated lessons in KS3, focused events, health weeks and off timetable days
- Other Curriculum areas, especially Science, English, RE and PE
- Enrichment activities, especially our assembly programme, pastoral provision, support for 'vulnerable' young people, social skills groups, involvement in school trips and adventurous activities and activities carried out as part of our development as a health promoting school.

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Specific Units of Work on RSE are planned into our teaching programme in Years 7,8 ,9 in PSHE lessons and in Year 10 students have 6 lessons on RSE. Sixth form have bespoke afternoons set out in the sixth form calendar. Units of work for KS3 and 4 are available on the schools Q drive.

We understand that our school environment needs to complement our provision of RSE if students' skills and attitudes are to be positively influenced. We will take steps to ensure that our responses to homophobia, transphobia, sexual harassment and associated behaviour

issues are addressed consistently, in line with our Behaviour Policy and Anti-bullying Policy.

#### **d) The needs of our students**

We will use a variety of methods to confirm the needs of our students in RSE, but we use this outline assessment in initial stages of planning our Curriculum. Throughout, students will consider physical aspects of sexual relationships, their emotions and how to manage them and social aspects, such as positive and negative influences from friends.

##### **AGE 11-13**

Typical concerns of students of this age include puberty and hormones and how they will be affected by them, alongside concerns relating to 'normal' physical development. They will be encountering physical changes associated with puberty and will want reliable information about these and to consider how they affect their self-image, body image and relationships.

Students will be interested to learn more about pregnancy and associated choices. They will be interested to explore the nature of sexual attraction and love and about attraction to people of either sex.

They will be considering how people make decisions about whether to have sex and whether to delay their first sexual encounters. They will be interested in the levels of sexual activity amongst their own and older peers. (In Cambs only 2% of Y8 say they have ever had sex) They will be more likely to be exposed to information about sex from a range of sources and will need support in exploring ways to assess their sources for reliability. They will be interested to explore attitudes about prejudice and will want to develop skills to challenge prejudice based on gender, identity sexuality or sexual orientation.

##### **AGE 14-16**

Many students will wish to revisit themes addressed earlier, but in new detail as their experiences have widened.

Most young people in this age group will not have had sex; most wait until they are older than 16. (In Cambs only 15% of Y10 say they have sex (HRBS 2016))

They will be interested to explore ways of responding to pressure to have sex, what to expect of a partner and how to communicate and negotiate with them. They will need more information about contraception, sexual health and how to access services. All students will need information about the positive aspects of healthy sexual relationships, including those who identify as LGBTQ.

We understand that at times students will benefit from varying methods of delivering the RSE curriculum. We will take opportunities to ask students about their preferred methods of delivery. Small group work-we will use the growing and changing team to deliver RSE at a pace best suited to children with SEN or those who have been identified as in need of a slower approach.

We may invite external visitors who can make links with services relevant to young people and who can add detail or a little distance, complementary to our in-house provision.

We will ensure there are positive educational reasons for each method of delivery we choose.

#### **e) Responsibilities for curriculum delivery and policy implementation**

We regard it as the shared responsibility of all adults working in school to respond appropriately to a student's request for information and advice. All members of staff are

encouraged to access support from colleagues where necessary.  
The RSE curriculum will primarily be delivered by PSHE specialist teachers.  
Those delivering RSE will have responsibility for assessing students' needs and selecting appropriate activities and methodologies to meet these needs, supported by the *PSHE Leader*

The *PSHE Leader* is responsible for reviewing and evaluating RSE. The *PSHE Leader* will report findings to the *Senior Leadership Team and governors when required*.  
Staff will be assisted in their planning and delivery of RSE by the *PSHE Leader* who will support with *lesson plans and activities for colleagues, collate assessments, liaise with PSHE advisors, plan INSET to meet staff needs and liaise with visitors who support the RSE curriculum*.

Governors hold responsibility for the RSE Policy and will be assisted in monitoring its implementation by *the PSHE Leader and the Senior Leadership Group*.

## **F) Teaching methodologies**

**Ground Rules:** RSE is taught in a safe, non-judgmental environment where adults and students are confident that they will be respected. Specific ground rules will be established at the beginning of any RSE work, in addition to those already used in the classroom. They will cover the following areas:

- Appropriate use of language
- The asking and answering of personal questions
- Confidentiality
- Strategies for checking or accessing information.

**Answering Questions:** We acknowledge that sensitive and potentially difficult issues will arise in RSE, as students will naturally share information and ask questions. When spontaneous discussion arises, it will be guided in a way which reflects the stated school aims and curriculum content for RSE. As a first principle, we will answer questions relating to the planned curriculum for that age group or below to the whole class. We will answer questions relating to areas beyond the planned curriculum for that age group, in a sensitive and age appropriate way, only to the student/s who have asked the question. If a member of staff is uncertain about the answer to a question, or indeed whether they wish to answer it they will seek guidance from the *PSHE leader*.

When answering questions, we shall ensure that sharing personal information by adults, students or their families is discouraged. Where a question or comment from a pupil in the classroom indicates the possibility of abuse, coercion or sexual exploitation, teachers will pass this information to the designated person for child protection in line with school Safeguarding and Child Protection policy.

**Distancing Techniques:** In order to protect pupil's privacy, we will employ teaching and learning strategies which enable them to discuss issues without disclosing personal experience. For example, we will use fiction, case studies, role-play, audio-visual materials and theatre in education to enable children to share ideas and opinions and to practise their decision-making skills in a safe learning environment.

## **G) Inclusion**

We have a duty under the Equalities Act 2010, to ensure that our provision is inclusive of all pupils. We understand that a significant proportion of our students will not identify as heterosexual or cisgender (where their birth sex correlates to their gender identity). We understand that our provision must meet their needs and recognise that all students will learn

more about healthy relationships if RSE is fully inclusive.

We will also carefully consider special educational needs or disability, religion, cultural and linguistic background when planning and delivering RSE.

In relation to sexual orientation, sexuality, gender identity, religion and cultural diversity, we value the difference amongst our students and their families and, in addressing different views and beliefs, seek to promote respect and understanding.

In order to ensure the RSE Curriculum meets the needs of all:

- We will teach about RSE themes relevant to all, using examples of different sexual orientations, gender identities, lifestyles and faith backgrounds.
- We will accept and celebrate difference, enabling young people to respectfully question their views and those of others.
- We will encourage respect and positive communication and discourage abuse and exploitation.
- We will not ask students to represent the views of a particular religious or cultural group, sexual orientation or gender identity to their peers, unless they choose to do so.

In relation to those with special educational needs or disability, we will ensure our RSE programme includes them. We will consider:

- their level of vulnerability
- their need to learn and demonstrate appropriate behaviour
- their need to develop self-esteem and positive body image
- the need to involve all staff, including ancillary staff and carers, in policy development, planning and training
- the management of personal care
- clarity about sources of support for students.

## H) Resources

We will primarily use the *Personal Development Frameworks* and guidance from the PSHE association when planning and delivering the RSE Curriculum. We will avoid a 'resource-led' approach to delivering RSE, instead focusing on the needs of the students and our planned learning objectives. We will carefully select resources which meet these objectives. We will evaluate teacher resources, leaflets and audio-visual materials, before using them. We will select resources which:

- are consistent with our Curriculum for RSE
- relate to the aims and objectives of this Policy
- are inclusive of LGBTQ students and provide a balanced view of sexual relationships
- are suitable to the age, maturity, needs, linguistic proficiency and ability of the students
- appeal to adults and students
- are up-to-date in factual content and outlook
- are produced by a reputable organisation
- do not show unfair bias e.g. towards a commercial product or religious/political view
- avoid racial, gender and sexual stereotyping
- encourage active and participative learning
- conform to the legal requirements for RSE.

## I) Use of Visitors to Support RSE

We believe that RSE is most effectively taught by those who know our students well and are aware of their needs. We may invite external visitors to our school who may enhance, but never replace, our planned provision. We will work closely with visitors to ensure that the needs of



our students are met. We will follow this Code of Practice when working with visitors:

- The care and management of students is the responsibility of the school at all times. Good classroom management skills are essential to the success of our RSE programme
- In class teaching situations, visitors will not be asked to work alone with students but will be supported by a member of staff.
- The school will know whether visitors are DBS checked and arrangements will be made to accompany them as appropriate.
- All visitors will be made aware of the content and principles of this Policy, prior to their visit.
- All lessons will be planned in direct liaison with the PSHE Leader taking account of the age and needs of the group and the context of the work within the RSE programme.
- Visitors will be reminded that, whilst contributing to RSE in a classroom setting, they must adhere to the same confidentiality code as staff members.
- Any resources which a visitor wishes to use or distribute will be discussed and agreed with the PSHE Leader/Head of Year beforehand (see G) Resources above)
- The contributions of visitors will be regularly monitored and evaluated.

## **J) Confidentiality**

In our school we have a clear and explicit Confidentiality Policy, which is shared with staff, students and parents/carers. All policies are available to parents via the school's website. The policy states that:

- Staff are unable to offer absolute confidentiality in line with our Safeguarding and Child Protection Policy.
- We will reassure students that staff will act in their best interests and that this may involve sharing information if the student is at risk of harm.
- Students will be told if information is to be shared (unless the student has significant special needs which would make this inappropriate) and will be offered appropriate support.
- There are circumstances when confidentiality may not be upheld e.g. when Female Genital Mutilation or Child Sexual Exploitation is suspected. See our Safeguarding and Child Protection Policy for further details.

Professionals, such as school nurses and youth workers, are bound by their professional codes of conduct when offering advice and guidance to individual students in non-teaching situations such as health 'drop-ins'. This often involves offering a greater level of confidentiality to students than school staff are able to give. However, in a classroom and other teaching situations when they are contributing to our planned RSE programme, they will follow the school's Confidentiality Policy. Teachers and Health professionals will ensure that children are aware of the different boundaries of confidentiality when beginning work with them.

## **K) Safeguarding and Child Protection and sexually active students**

We believe that high quality RSE enables students to understand about unsafe and abusive relationships and enables them to develop the skills and attitudes they need to keep themselves safe. Along with Ofsted, NSPCC and Sex Education Forum, we believe that high quality RSE is a major component of our approach to ensuring safeguarding is effective in our school.

We also recognise that because effective RSE may alert student to the nature of abusive, coercive or non-consensual relationships, there is an increased possibility of disclosures. All staff are aware of the Safeguarding and Child Protection procedures and will report the disclosure to the designated person for child protection immediately.

### **Sexually Active Students**

In order to create a safe learning environment for effective RSE, we will establish ground rules and use distancing techniques to facilitate discussion. If a young person, especially one under 16, indicates to an adult that he or she is sexually active or contemplating sexual activity, we will act in the following ways:

- All young people will be urged in the first instance to talk to parents/carers or, in some cases, other trusted adults, and they will be offered guidance and support in doing this.
- We will inform young people of where they can obtain confidential support and information e.g. from local sexual health services, in-school health services.
- Students seeking support will be given clear information about where contraception and sexual health advice may be accessed. Students whose parents have withdrawn them from RSE (outside National Curriculum for Science) will also be offered this information.
- Careful judgements will be made as to whether the sexual activity is a child protection matter.

If the pupil is 12 years old or younger, sexual activity will always be referred to the Designated Person for Child Protection. If the staff member has any concerns that an older student's sexual relationship may be ill-informed, non-consensual, coercive or exploitative they will log a concern according to our Safeguarding and Child Protection procedures and refer to the designated person for child protection.

We offer guidance for all our staff to support their decisions relating to disclosure. The Designated person for Child Protection will lead in this.

### **1) Staff Training**

We recognise that the most significant resources, in any RSE programme, are well trained and confident teachers. Teaching RSE can be very rewarding, but we understand that, in order to feel confident, members of staff need opportunities to develop their knowledge, skills and attitudes. We recognise that all adults have different personal beliefs about RSE. We will discuss relevant issues and, where appropriate, arrange training to enable staff members to feel confident in delivering the Curriculum for RSE. We will also encourage the sharing of good practice. Those with special responsibility for the development of RSE will be offered opportunities to consult with advisors or other skilled practitioners.

#### **m) Role of Governors**

This policy describes the governors' views on how RSE will be delivered in addition to requirements of the Academy Teaching Programme.

It is the responsibility of the governors to ensure, through consultation, that the RSE Policy reflects the needs of the community, having consulted with parents/carers and other community members. It is the responsibility of governors to ensure that the Policy is made available to parents.

In order to facilitate this process, the RSE Policy will appear *annually* on the agenda of a governors' meeting. The Policy is available to parents/carers via the school website and a link governor for PSHE (including RSE) Ms Niki Smith, Assistant Principal CVC is nominated.

#### **n) Pupil Participation**

We will involve students in the evaluation and development of their RSE in ways appropriate to their age.

- We will refer to local/countywide/national data e.g. Health Related Behaviour Survey for our school/district.
- We will engage students in assessment activities to establish their development needs
- We will encourage students to ask questions as they arise by providing anonymous question boxes.
- We will ask students to reflect on their learning and set goals for future learning.
- We will consult students (e.g. through Student Council) about their perception of the strengths of our RSE programme and the areas to be further developed.

#### **o) Working with Parents/Carers and our School Community**

Parents and carers are key figures in supporting their children through the emotional and physical aspects of growing up and forming healthy relationships. We recognise that many students would prefer to receive information about RSE from their parents and carers. Therefore, we seek to work in partnership with parents/carers when planning and delivering RSE. We will encourage this partnership by:

- Informing parents and carers by parent mail of forthcoming RSE topics
- Inviting parents to learn more about topics covered and resources used in RSE
- Informing parents/carers about the RSE programme as their child joins the school through the school brochure/prospectus/website
- Gathering parent/carer views on the RSE Policy and taking these into account when it is being reviewed
- Providing supportive information about parents' role in RSE
- Inviting parents to discuss their views and concerns about RSE on an informal basis.

Parents and carers will be given access to this Policy on request. It will also be available on the school website.

Parents and carers currently have the right to withdraw their children from all or part of those elements of RSE which are not included in the statutory national curriculum Programmes of Study for Science or statutory RSE for secondary pupils. The DfE are currently reviewing the parental right to withdraw. Any new legislation will be reflected in this policy as soon as possible. The school will make appropriate alternative arrangements for students whose parents or carers withdraw them.

Any parent or carer who wishes to withdraw their child should, in the first instance, contact the PSHE led to discuss the matter. *Parents or carers will be asked to reconfirm their decision to withdraw each time RSE is planned for their child's year group.*

## p) **Monitoring, Evaluating and Reviewing Our RSE Policy**

Monitoring and evaluation of the Policy is the responsibility of the *governing body*. Information will be gathered from the *SLT, the PSHE Leader, students and parents/carers* to inform judgements about effectiveness.

The Policy will be formally reviewed every three years.

The next review will take place by February 2022

## **Glossary**

**Abortion:** the expulsion of a foetus from the womb. This may be spontaneous (miscarriage), but is most commonly used to describe a process where expulsion is induced.

**AIDS:** Acquired Immune Deficiency Syndrome

**Asexual:** a person who is not interested in or does not desire sexual activity

**Cisgender:** A person whose gender identity matches the biological sex they were assigned at birth.

**Community:** All people who live, work or in some other way impact on the lives of children in the area in which they live.

**Co-ordinator:** The lead member of staff in school for a particular area of work.

**DfE Department for Education** (previously known as DCFS: Department for Children, Families and Schools, DfES: Department for Education and Skills and DfEE Department for Education and Employment) **FGM:** Female Genital Mutilation, sometimes known as female circumcision. This range of practices is illegal Safeguarding and Child Protection procedures must be followed when it is suspected.

**Gender:** The socially constructed roles, activities and behaviours that society assigns to males and females. A person whose gender identity coincides with their biological sex is referred to as cisgender. **HIV:** Human Immunodeficiency Virus, the virus which causes AIDS

**LGBTQ:** Lesbian, Gay, Bisexual, Transgender and Questioning

**Non-cisgender:** A person whose gender identity does not match the biological sex they were assigned at birth.

**Non-binary:** A person who does not identify with either male or female gender

**PSHE:** Personal, Social and Health Education

**School:** Any educational establishment **RSE:** Relationships and Sex Education **STI:** Sexually Transmitted Infection

**Visitor:** Someone who is not a member of school staff, who contributes to the planned provision of RSE or offers another service, such as giving advice or support. A visitor may be a member of another organisation (e.g. health professional, youth worker) or an individual (e.g. parent with a new baby).

## Section 3 – Sensitive Issues

### a) Puberty

**Secondary:** We recognise the importance of ensuring that young people understand about the physical and emotional changes of puberty before they reach it. We also recognise that young people develop at different rates. When teaching about puberty in our RSE programme, we will be sensitive to the needs of those developing at different rates. We also recognise that young people will have participated in lessons about puberty in primary school and we will ensure that our provision reviews existing knowledge and builds on it. In addition to ensuring that students have the information they need about the physical changes at puberty, we will also explore the social and emotional changes which may occur. We will ensure that sensitive arrangements are made for people who are menstruating. This includes the provision of sanitary disposal units and the discrete provision of ‘emergency’ sanitary protection. Staff will respond to such requests in a helpful way, without embarrassment.

**Special:** We recognise the importance of ensuring that young people understand about the physical and emotional changes of puberty before they reach it, in order to allay fears or concerns. We also recognise that young people develop at different rates. When teaching about puberty in our RSE programme, we will be sensitive to the needs of those developing at different rates.

We will ensure that our young people have different opportunities to learn about puberty and their developing sexuality and prepare themselves for it. Programmes will be tailored to individual needs. These include the growing and changing group.

### b) Contraception

**Secondary:** We recognise that young people need accurate information about contraception and delaying sexual activity until they are ready. We include teaching about contraception according to the RSE Curriculum, enabling young people to develop attitudes towards contraception and focus on the skills and knowledge needed to access it, negotiate its use and use it correctly. We will not teach solely about the ‘mechanics’ of different types of contraception, but will proactively address attitudes towards contraception and enable students to develop their own skills and attitudes towards it, through consideration of a variety of real-life scenarios.

We will support key adults in school in:

- providing information about contraception and where it can be obtained to those participating in RSE
- provide information about confidential advice and treatment services to all young people
- follow the school’s confidentiality and safeguarding and child protection policies.

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Those delivering RSE will be aware of the local provision for young people who wish to find out more about contraception or access it. We understand that a parent’s choice to withdraw their child from RSE does not affect the child’s right to use confidential health services provided in school or elsewhere.

In a case where a young person asks for advice about sexual behaviour or contraception, the adult may reinforce information given in RSE lessons (such as where to access contraception). They will also encourage the young person to discuss the matter with their parent/carer and/or seek advice from a relevant, accessible health professional.

**Special:** We will teach about contraception in the context of RSE and PSHE. We will make information about sources of contraception available to students and use participative learning methods to ensure young people are able to develop attitudes towards contraception and focus on the skills and knowledge needed to access it, negotiate its use and use it correctly. We consider it an important part of our role to ensure that this learning is grounded in real life situations for our students.

We understand that adults in school are required to:

- provide education about contraception and where it can be obtained to those participating in RSE
- provide information about confidential advice and treatment services to all young people
- follow the school's Confidentiality and Safeguarding and Child Protection policies.

Those delivering RSE will be aware of the local provision for young people who wish to find out more about contraception or access it. We understand that a parent's choice to withdraw their child from RSE does not affect the child's right to use confidential health services provided in school or elsewhere.

In a case where a young person asks for advice about sexual behaviour or contraception, the adult may reinforce information given in RSE lessons (such as where to access contraception). They will also encourage the young person to discuss the matter with their parent/carer and/or seek advice from a relevant, accessible health professional.

### **c) Abortion**

**Secondary:** Most young people are aware of abortion and many will have begun developing their own attitudes towards it. We will encourage young people to improve their understanding and further develop their attitudes as we address issues related to unwanted pregnancy and the responsibilities of parenthood in moral contexts. This is described in the RSE Curriculum.

We are aware of the strongly held beliefs of many sectors of our community and will promote respect for those beliefs, whilst encouraging young people to explore the dilemmas and develop communication skills to discuss issues with peers, parents and health professionals. We will be especially cautious when sourcing resources and external speakers to ensure that they will facilitate discussion and enable students to develop their own views, rather than presenting their own or those of their organisation.

We recognise our responsibility to enable young people to decide when or if they feel ready for sexual activity and to offer information about contraception and confidential advice services in order to reduce the incidence of unwanted pregnancy. We understand that a parent's choice to withdraw their child from RSE does not affect the child's right to use confidential health services provided in school or elsewhere.

**Special:** Some of our young people may be aware of abortion and will have begun developing their own attitudes towards it. We will encourage students to improve their understanding and further develop their attitudes as we address issues related to pregnancy and the responsibilities of parenthood in moral contexts. This is described in our RSE Curriculum.

We are aware of the strongly held beliefs of many sectors of our community and will promote respect for those beliefs, whilst encouraging young people to explore the dilemmas and develop communication skills to discuss issues with their parents/carers and health professionals.

We recognise our responsibility to discuss the delay of sexual activity and to offer information about contraception and confidential advice services in order to reduce the incidence of unwanted pregnancy. We understand that a parent's choice to withdraw their child from RSE does not affect the child's right to use confidential health services provided in school or elsewhere.

### **d) Sexual Health, Sexually Transmitted Infections (STI's) and HIV/AIDS**

**Secondary:** We recognise teaching about sexual health is more than just teaching about sexually transmitted infections. Students will have the opportunity to engage in learning about positive, consensual and respectful sexual relationships, as well as learning about the prevention of sexually transmitted infections and how to keep physically and emotionally safe.

We aim to enable young people to develop a positive attitude to their bodies and control over their sexual health. We will teach about STI's and HIV/AIDS in KS3 and KS4, as required by the Education Act 1996. We recognise the connection with strong teaching about contraception. In all our teaching about sexual health, we will include examples of different types of relationships, so that we can ensure that those who are LGBTQ have their needs for sexual health met.

Those delivering RSE will be aware of the local provision for young people who wish to find out more about accessing advice and support on STI's and HIV/AIDS. We understand that a parent's choice to withdraw their child from RSE does not affect the child's right to use confidential health services provided in school or elsewhere.

In a case where a young person asks for advice about STI's or HIV/AIDS, the adult will reinforce information given in RSE lessons (such as where to access contraception and sexual health checks). They will also encourage the young person to discuss the matter with their parent/carer and/or seek advice from a relevant, accessible health professional.

**Special:** We recognise teaching about sexual health is more than just teaching about sexually transmitted infections. Students will have the opportunity to engage in learning about positive, consensual and respectful sexual relationships as well as learning about the prevention of sexually transmitted infections and how to keep physically and emotionally safe. Elements of our RSE and Science Curricula are relevant to teaching about STI's and HIV/AIDS. We will discuss the different ways diseases might be spread and steps a young person might take to reduce their spread. Some children will be aware of STI's or HIV/AIDS and may ask questions in relation to RSE or perhaps drug education.

Dependent on age and developmental needs, we will ensure the young person has the information they need about contraception and preventing STI's and HIV/AIDS. They will also encourage the young person to discuss the matter with their parent/carer and/or seek advice from a relevant, accessible health professional.

#### **e) Gender Identity, Sexuality and Sexual Orientation**

**Secondary:** We understand our responsibility to ensure that RSE meets the needs of all our students, in accordance with the Equalities Act 2010. Whether they identify as male, female, non-binary, gender queer heterosexual, homosexual or asexual, young people must feel that RSE is relevant to them and sensitive to their needs. We believe that inclusive RSE will foster respect and better communication between students and help to prevent all types of prejudice, including homophobia and transphobia. We encourage young people to consider gender identity and sexual orientation, as described in the RSE Curriculum. Those delivering RSE will avoid the presumption that all sexual relationships are heterosexual and will identify themes common to all sexual relationships. We understand that it is our role to give information about sexual orientation, to develop respectful attitudes and to equip young people to understand their own sexuality and that of others.

We recognise our duty to counter the negative images portrayed of LGBTQ people in society and to help adolescent students who identify as LGBTQ to develop and maintain a positive sense of self and self-worth. If we encounter examples of homophobic language or attitudes, we will challenge these.

Incidents of homophobic bullying will be dealt with according to our 'Anti-bullying Policy' which explicitly refers to homophobic bullying.

In a case where a young person asks for advice about sexual orientation, the adult will reinforce information given in RSE lessons (such as where to access support). They will also encourage the young person to discuss the matter with their parent/carer and/or seek advice from relevant groups.

**Special:** We understand our responsibility to ensure that RSE meets the needs of all our students. Whatever their developing sexuality, young people must feel that RSE is relevant to

them and sensitive to their needs. We acknowledge that children will be aware of both heterosexual and homosexual relationships and may ask questions about these. We will answer these questions factually, in a general way, seeking to challenge prejudice. We will discuss different family arrangements, including same sex partners, when considering relationships. If we encounter examples of homophobic language or attitudes we will challenge these. Incidents of homophobic bullying will be dealt with according to our Anti-Bullying Policy which explicitly refers to homophobic bullying.

#### **f) Consent**

**Secondary:** We understand the importance of teaching young people about consent and recognise that many do not have a deep enough understanding of this complex issue. We will, through RSE and our broader PSHE programme, use every opportunity to describe consent as being more than 'just saying no'. We will support young people in understanding that the onus, in law, is on getting consent, rather than giving it. We will explore the complexity of real-life situations and enable students to develop skills in communication, so they are more able to ask for consent and give it. We will also consider gender inequality, power imbalance and stereotypical expectations as factors in non-consensual sexual activity. We will link understanding of sexual consent to previous learning about consent given or withheld for any physical activity.

**Special:** For many of our young people, a clear understanding of their rights, expectations and skills around consent is of the highest priority. We will ensure that we reinforce messages around consent wherever possible including when giving medical care or responding to physical contact generally. We understand the importance of teaching young people about consent and recognise that many do not have a deep enough understanding. We will, through RSE and our broader PSHE programme, use every opportunity to describe consent as being more than 'just saying no'. We will support young people in understanding that the onus, in law, is on getting consent, rather than giving it. We will explore the complexity of real-life situations and enable students to develop skills in communication, so they are more able to ask for consent and give it. We will also consider gender inequality, power imbalance and stereotypical expectations as factors in non-consensual sexual activity.

#### **g) Pornography**

**Secondary:** We believe it is helpful to introduce issues connected with pornography to students, as many students will access it or be exposed to it. Without reliable, trustworthy adults to enable them to explore views on pornography, its use may distort not only understanding of what constitutes a healthy sexual relationship, but also young people's body image and self-esteem. In our teaching, we will emphasise that pornography is not a reliable source of information about sex and that it cannot replace a 'real' relationship. Students will also consider the frequent imbalance of gender roles, occurrence of violence and lack of communication and consent in much pornography. We will ensure that students are aware that possession of any pornographic image of a person under 18 is an offence – even if it is a picture of themselves. Students will also explore communication and negotiation skills and will consider how to assess pressure and influence to conform to certain types of behaviour.

We will never show pornographic images to students. The viewing of any pornographic image on the school site will be dealt with in accordance with our Behaviour and Acceptable Use/ Mobile Devices Policy.

**Special:** Our students may be exposed to pornographic images either accidentally or intentionally. We believe that they need reliable and trustworthy adults to assist them in making sense of the sexual images they see. They will also need support in understanding how pornography does not reflect 'real' relationships. In our teaching, we will emphasise that



pornography is not a reliable source of information about sex and that it cannot replace a 'real' relationship. Students will also consider the frequent imbalance of gender roles, occurrence of violence and lack of communication and gaining consent in much pornography. We will ensure that students are aware that possession of any pornographic image of a person under 18 is an offence – even if it is a picture of themselves. Students will also explore communication and negotiation skills and will consider how to assess pressure and influence to conform to certain types of behaviour. We will ensure that students know who to speak to if they see any image which concerns them.

We will never show pornographic images to students. The viewing of any pornographic image on the school site will be dealt with in accordance with our Behaviour/Acceptable Use/ Mobile Devices Policy.

## **h) Sexting**

**Secondary:** Sexting describes the sending of self-generated sexual images or content via any digital device. We will ensure that through RSE, wider PSHE and the computing curriculum that students have multiple opportunities to build skills around sharing personal and private information. Covering this topic in RSE will give particular opportunity to discuss the implications for relationships in taking, making and sharing sexual content electronically. Students will be supported understanding the possible risks of sharing sexual images of themselves and how pressure to do this might occur. We will also discuss attitudes of others, the law and where to get help. We will ensure that students are aware of the crucial role of trust in all relationships, but especially in sexual ones. Students will be made aware that the possession of any sexual image of a person under 18 (even if it is of themselves) is against the law. Skills development and awareness raising around 'sexting' will also be a feature of work on personal safety and through the computing curriculum.

**Special:** Sexting describes the sending of sexual images or content via any digital device. We will ensure that through RSE, wider PSHE and the computing curriculum that students have multiple opportunities to build skills around sharing personal and private information. Covering this topic in RSE will give particular opportunity to discuss the implications for relationships in taking, making and sharing sexual content electronically. We will also discuss the attitudes, law and where to get help. We will ensure that students are aware of the crucial role of trust in all relationships, but especially in sexual ones. We will ensure that students are aware that the possession of any sexual image of a person under 18 (even if it is of themselves) is technically against the law, but that mutually agreed behaviour between young people of similar age will rarely be prosecuted. Skills development round 'sexting' will also be considered in topics on personal safety and through the computing curriculum.

## **I) Sexual Violence, Exploitation and Abuse**

**Secondary:** The coverage of this area has direct links with safeguarding, teaching about consent and developing attitudes on gender inequality and stereotyping. If left unchallenged, unhealthy attitudes towards power and gender roles in sexual relationships can lead to pressure, coercion and sexual violence. We believe it is essential to equip each student, regardless of gender, background or sexual orientation, with the skills they need to recognise power imbalance and non-consensual sexual activity and to get help effectively. RSE lays the foundation for boys and girls to develop empathy and understanding with future sexual partners. They will also reflect on issues relating to exploitative relationships and abuse in other areas of PSHE, e.g. Anti-bullying.

We are aware of our duties relating to Child Sexual Exploitation and will follow safeguarding procedures, where there is any suspicion of such abusive behaviour. Through RSE we will

consider sexual relationships where imbalance of power, bullying or coercion (though gift giving/indebtedness etc) are used. We hope to enable young people to see how this type of sexual behaviour is abusive.

Some students will have witnessed domestic violence in their own homes or elsewhere and we will take particular care to enable all young people to understand that violence and coercion are always wrong. Each individual is always responsible for their own behaviour and no one is ever responsible for the violence or abuse they experience.

We understand that we have a duty to be vigilant over those who are at risk of Female Genital Mutilation. Our RSE programme proactively models the use of scientific vocabulary for genitalia and our teaching develops understanding of consent and a person's right over their own body. Any adult in school who believes a student is at risk will follow safeguarding procedures, seeking advice from the Designated Person for Child protection.

**Special:** Enabling our students to develop the skills to identify an abusive or coercive relationship will be a high priority for us in RSE and across all our teaching in PSHE. The coverage of this area has direct links with safeguarding, teaching about consent and developing attitudes on gender inequality and stereotyping. If left unchallenged, unhealthy attitudes towards power and gender roles in sexual relationships can lead to pressure, coercion and sexual violence. We believe it is essential to equip each student, regardless of gender, background or sexual orientation, with the skills they need to recognise power imbalance and non-consensual sexual activity and to get help effectively. RSE lays the foundation for boys and girls to develop empathy and understanding with future sexual partners. They will also reflect on issues relating to exploitative relationships and abuse in other areas of PSHE, e.g. Anti-bullying.

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**Section 4 – Appendices**  
**The RSE Curriculum at our School**

KS3 RSE Questions 1	KS3 RSE Questions 2	KS4 RSE Questions 3
<p>What are the reasons some people want to have a girlfriend/boyfriend?</p> <p>Why do different people have different expectations from relationships?</p> <p>What are the features of positive relationships, including girlfriend/boyfriends?</p> <p>How does technology affect my relationships? Why do people decide to get married, become civil partners or form stable long term partnerships?</p> <p>Do I need any more information about my body, brain, emotions and relationships during puberty?</p> <p>What are the myths and facts about masturbation? How is my view of my body influenced and how can I maintain a positive body image?</p> <p>How and why does the media create artificial and idealised views of the body?</p> <p>What do I understand by the term 'sexuality' and how do I show respect?</p> <p>How do people show they love each other?</p> <p>How do people feel about HIV/AIDS and what are attitudes to HIV positive people?</p> <p>Why might someone share a sexual image of themselves and what are the risks?</p> <p>Do I understand the law about sharing sexual images of people under 18?</p> <p>How do I feel about physical contact with my peers and others and how can I give and get enthusiastic consent? Do I understand the legal age of consent, marriage and civil partnerships?</p> <p>How and when do I express my rights over my own body?</p>	<p>Can I communicate sensitively about making and breaking relationships?</p> <p>What is coercion and what does it look like in intimate relationships including marriage?</p> <p>What are the responsibilities of parents and carers for teenaged children?</p> <p>Do I understand what sex is and the physical and emotional effects of sexual excitement?</p> <p>Why do some people access pornography?</p> <p>Does pornography give reliable information about sex? How can pornography affect real relationships?</p> <p>What is the level of sexual activity amongst my peers? What do I understand about sexual attraction, love and trust and can I communicate about these feelings?</p> <p>How will I know if I want or feel ready for an intimate/sexual relationship and how will I communicate about this?</p> <p>Which technology safety rules are of special importance in intimate relationships?</p> <p>Do I understand that consent must always be actively sought and then freely given without coercion, manipulation or threat, and that consent can always be withdrawn in intimate situations?</p> <p>Which sexual behaviours pose greater risks for transmission of STIs and HIV/AIDS?</p> <p>What do I understand about different forms of contraception and their effectiveness?</p> <p>Can I identify trusted sources of support and services for contraception and sexual health?</p>	<p>How can I delay sexual intimacy until I am sure I am ready?</p> <p>What skills will I need to negotiate confidently about intimacy, sexual relationships and contraception?</p> <p>What are the characteristics of an abusive/exploitative intimate relationship?</p> <p>What is domestic abuse and what are its consequences?</p> <p>What are the experiences of young parents? Why do some people adopt or foster children? How do lifestyle choices affect fertility and the development of a foetus?</p> <p>How does fertility change over your lifetime? Why do people choose cosmetic or aesthetic procedures and what are the benefits/risks? How might media portrayals of sex, including pornography, influence views on gender, sexual pleasure, power, sexual norms and respect?</p> <p>What are the terms for describing different sexual and gender identities and how should we show respect? What are my attitudes about sexual relationships, marriage and abortion and what are the views of different faiths/cultures?</p> <p>How does the use of alcohol and drugs affect decision making and safety in intimate relationships?</p> <p>What are the possible features of a consensual sexual relationship?</p> <p>What does the law say about rape and consequences for perpetrators?</p> <p>What are honour-based violence and forced marriage, who might be at risk and how can people get support?</p>



<p>How has my need for privacy changed? In what ways am I responsible for my personal hygiene? How does poor personal hygiene affect me and my friends? What is the importance and purpose of immunisation and vaccination? Which infections can be spread by sexual activity? How do condoms work to prevent pregnancy and the spread of STIs? Can I identify sources of reliable information about relationships, my body and intimacy?</p>		<p>How will health care professionals treat my personal information? What are the options when a pregnancy is unwanted and what are possible consequences of different options? Where are the local services to support me with contraception, sexual health and relationship issues and how do I access them?</p>
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KS3 Healthy Relationships Questions 1	KS3 Healthy Relationships Questions 2	KS4 Healthy Relationships Questions 3
<p>How are my friendships and family relationships changing?            How do strong communication skills help me to build and maintain relationships?            How do I connect with people and what is the role of social media and technology in my relationships?            How does my behaviour impact on the wellbeing of others?            How do my relationships impact on my self-esteem and wellbeing?            Who is in my family and what different kind of families are there?            What are the qualities of positive and healthy relationships?            What causes conflict in relationships and how do we manage this safely?            Can I recognise and challenge different forms of bullying, including cyberbullying?            Can I recognise and challenge sexist, homophobic, biphobic, transphobic and disablist language and behaviour?            Do I understand how peer groups may encourage or challenge bullying?            Do I have the skills and strategies to respond to bullying and seek support where necessary for myself and others?            What is the impact of bullying on physical and emotional wellbeing?</p>	<p>Can I form and maintain positive relationships and recognise when negative relationships might need to change or end?            How does social media enhance my relationships and when might it be detrimental?            How do media portrayal of relationships reflect and influence real life?            How well equipped am I to understand others and their needs?            Can I manage the emotional aspects of relationships? What are the roles and responsibilities of parent/carers and other family members?            How might people behave in an unhealthy relationship? Can I recognise when others use persuasion or coercion and how might I respond?            What are the common characteristics which signify a bullying situation?            What are the specific characteristics of different types of bullying?            What are the features of online bullying and can I respond?            What are my responsibilities as a bystander to bullying? How can we respond to bullying in the local community?</p>	<p>How are my relationships changing and what are my new roles and responsibilities within them?            How can I identify and manage some of the influences and pressures on my relationships?            What new demands will be placed upon my skills in building and maintaining relationships as I become more independent?            How do I interact with people differently online or in person?            Do I conduct some of my relationships only online and what are the nature of these?            How do I find and select appropriate help when experiencing difficulties in relationships?            How successful am I in managing relationship demands from family and friends?            What constitutes an unhealthy relationship and what role does the imbalance of power play?            What is emotional and physical abuse in adult and teenage relationships and how can people respond? What are the risks posed by gangs for individuals, families and communities?            What might motivate someone to carry an offensive weapon and what are the consequences?            Do I understand my own and others' attitudes to bullying and its impact on people's feelings and behaviour?            Can I recognise and respond to bullying and harassment, whether I am involved or a witness?            In what new contexts could I experience bullying as I become more independent and how could I respond?</p>

