



Relationships and Sex Education Policy (RSE)



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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
- Model how the four school values are fundamental to relationships and sex education.

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 Esher Church of England High School we teach RSE as set out in this policy.

3. Policy development

Student Partnership

Students are regularly consulted about the PSHE and RSE content. Through the student council and directly in lessons, students review the curriculum and advise on what topics they feel are important and wish to learn about. Evaluation forms are completed at the end of units and students can recommend areas for improvement.

Parental Partnership

A PSHE parents group meet to discuss PSHE and RSE topics. Review and consultation of the curriculum is one of the agenda items and this has resulted in parents contributing to the curriculum and addition of RSE units. The overview of the PSHE and RSE curriculum is shared with all parents and available on the school website.

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

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

4. Definition.

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

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

RSE is not about the promotion of sexual activity.

5. Curriculum

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

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

For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of RSE

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.

Lesson Organisation

RSE is coordinated by the Head of RE who will work with Heads of Year, Head of Science and other relevant Heads of Department to embed the aims of the course throughout the whole-school curriculum. The Head of RE is responsible for the overall planning, implementation and review of the programme. Students have three periods a fortnight split between RE, PSHE and Citizenship. For those students who opt for full course RE, the RSE is delivered by the Head of PSHE during the summer term. Other elements of PSHE are offered at period 6 sessions.

The programme is taught mainly through the Science, RE and Personal Social Health and Citizenship Education programmes, although some of the emotional, ethical and moral content of the course may be re-visited in other curriculum areas, such as English, History. RSE is taught in mixed ability and gender groups in discrete lessons throughout the school from year 7 -11 with dedicated units given throughout the school year. For specific topics such as menstruation the groups may be single sex.

Schemes of work all evidence the variety of resources and approaches used in delivering RSE and student voice features heavily in feedback and evaluation of these.

Training and support are offered to the staff who are delivering the content and the Head of PSHE also takes on responsibility in delivering the sensitive topics. A wide range of materials are available to members of staff in delivering the topics. Staff involved in teaching sex education will do so within the framework of the school aims for the subject. Wherever appropriate outside speakers are invited to school and these take the form of talks or theatrical performances. They are selected carefully and a member of school staff is always present.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

7. Roles and responsibilities

7.1 The local governing body

The governing body will approve the RSE policy and hold the headteacher to account for its implementation.

7.2 The Head of School

The Head of School 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 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.

Gareth Phillips – Head of PSHE is responsible for teaching RSE and the members of the PSHE Department.

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 take appropriate action.

The headteacher will invite the parents in for a meeting to discuss reasons for withdrawal and ways in which parents will deliver RSE to their children.

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

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.

10. Monitoring arrangements

The delivery of RSE is monitored by Gareth Phillips – Head of PSHE through:

Book looks, learning walks, observations and student feedback forms.

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

This policy will be reviewed by Head of PSHE annually. At every review, the policy will be approved by the governing body and Head of School.

Appendix 1 – Curriculum Map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 7	Spring 1	<p>Identity:</p> <ul style="list-style-type: none"> • What makes me me? • Gender, sex and Identity. <p>Relationships:</p> <ul style="list-style-type: none"> • Things that cause conflict between me and my friends • What I do when my friend makes me upset • Managing relationship and developing new relationships • Managing wellbeing. <p>My changing body:</p> <ul style="list-style-type: none"> • How boys' and girls' bodies change as we grow up, and how these changes affect us • Puberty and the impact of hormones or mood and relationships. • Body image and what is normal. • Reproduction and appropriate relationships. 	<p>PowerPoints and booklets, videos, role play, ask it basket, debates, campaigning and awareness raising.</p> <p>https://www.dove.com/uk/dove-self-esteem-project/help-for-parents/media-and-celebrities/the-evolution-video.html</p> <p>https://www.youtube.com/watch?v=J3Fh60GEB5E</p> <p>https://www.stonewall.org.uk/</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 8	Winter 2	Relationships: <ul style="list-style-type: none"> Managing wellbeing and mental health Challenging stigmatisation and stereotypes Developing strategies to manage wellbeing. 	https://www.youtube.com/watch?v=RtUN6QybPE4&t=262s https://www.youtube.com/watch?v=wCd6LPzWsc https://www.mind.org.uk/ https://www.kooth.com/
	Summer 2	Online Safety <ul style="list-style-type: none"> Social Media and wellbeing Online relationships and safety Patterns and behaviours associated with online grooming, Sexting and the Law. Equality and the Law <ul style="list-style-type: none"> The Equality Act and forms of Discrimination and harassment Stereotypes and Prejudice 	https://www.nspcc.org.uk/keeping-children-safe/online-safety/ https://www.thinkuknow.co.uk/ https://nationalonlinesafety.com/ https://www.equalityhumanrights.com/en/secondary-education-resources/lesson-plan-ideas/lesson-7-equality-act-2010

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 9	Winter 1	<p>Relationships:</p> <ul style="list-style-type: none"> Substance misuse and relationships with illegal and legal drugs. Risk taking behaviour and Substance misuse The Substance misuse Act. 	https://www.talktofrank.com/ https://youngminds.org.uk/resources/policy-reports/childhood-adversity-substance-misuse-and-young-peoples-mental-health/ https://www.catch-22.org.uk/offers/substance-misuse/
	Summer 2	<p>Relationships:</p> <ul style="list-style-type: none"> Healthy relationships and their foundations Grooming and sexual exploitation Group dynamics and influences on behaviour. Staying safe and protective behaviours. <p>Sex Education:</p> <ul style="list-style-type: none"> Consent and the Law Healthy relationships 	https://www.nspcc.org.uk/keeping-children-safe/online-safety/ https://www.thinkuknow.co.uk/ https://nationalonlinesafety.com/ https://www.peerproductions.co.uk/ https://www.ceop.police.uk/Safety-Centre/ https://www.pshe-association.org.uk/ https://www.nspcc.org.uk/keeping-children-safe/sex-relationships/healthy-relationships/ https://www.relate.org.uk/relationship-help/help-young-adults

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 10	Winter 2	<p>Relationships and Sex Education</p> <ul style="list-style-type: none"> • Healthy relationships • Body Image and pressures • Gender roles and expectations • Consent • Coercion and controlling behaviour • Healthy Reproductive bodies and Fertility issues. • The impact of porn • Sexually Transmitted infections • Contraception • Marriage and Civil Partnership • Identity and Gender • Divorce and breakups • Parenting and brining up children / Adoption. • Female Genital Mutilation • Abortion 	<p> https://www.brook.org.uk/topics/relationships/ https://www.actonitnow.co.uk/young-people/ https://www.cps.gov.uk/legal-guidance/controlling-or-coercive-behaviour-intimate-or-family-relationship https://www.peerproductions.co.uk/ https://www.theatre-centre.co.uk/projects/birds-and-bees-digital-hub/ https://www.dove.com/uk/dove-self-esteem-project/help-for-parents/media-and-celebrities/the-evolution-video.html https://www.stonewall.org.uk/ https://www.freedomcharity.org.uk/what-we-do/female-genital-mutilation/ https://www.forwarduk.org.uk/ </p>
Year 11	Winter 2	<p>Relationships:</p> <ul style="list-style-type: none"> • Mental health and wellbeing • Substance misuse and keeping safe. • Consent • Harassment 	<p> https://www.brook.org.uk/topics/relationships/ https://www.actonitnow.co.uk/young-people/ https://www.cps.gov.uk/legal-guidance/controlling-or-coercive-behaviour-intimate-or-family-relationship https://www.peerproductions.co.uk/ https://www.theatre-centre.co.uk/projects/birds-and-bees-digital-hub/ </p>

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

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"> • That there are different types of committed, stable relationships • How these relationships might contribute to human happiness and their importance for bringing up children • What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony • Why marriage is an important relationship choice for many couples and why it must be freely entered into • The characteristics and legal status of other types of long-term relationships • The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting • How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed

TOPIC	PUPILS SHOULD KNOW
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 • To be aware of peer on peer abuse including upskirting and initiation/hazing type violence and rituals. About different types of bullying (including cyberbullying, prejudice-based bullying and discriminatory bullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help • Physical abuse such as hitting, kicking, shaking or otherwise causing physical harm (this may include online threats and/or encourages physical abuse 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	PUPILS 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 <p>Consensual and non- consensual sharing of nude and semi-nude pictures (known as sexting or youth produced imagery)</p> <ul style="list-style-type: none"> • 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 and criminal exploitation, sexual harassment, abuse, grooming, coercion, harassment, rape, domestic and peer on peer 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	PUPILS 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 <p>How to Recognise the characteristics and negative aspects of unhealthy relationships, such as peer on peer abuse, sexual violence, coercive control</p> <ul style="list-style-type: none"> • • 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 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	



TO BE COMPLETED BY THE SCHOOL
