

# Relationships and sex education policy (from 2020)

## HEWORTH GRANGE SCHOOL



Approved by:  
Head teacher and LAB

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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 students the correct vocabulary to describe themselves and their bodies

Heworth Grange values and celebrates the different talents and abilities of every individual student and we pledge that every student will be given the opportunity to learn, the freedom to believe and the support to achieve.

### ‘LEARN’

We will work together to provide the best learning experience possible for all students and ensure that it takes place in an environment that is safe, supportive and overwhelmingly positive; an environment of mutual respect and where the progress of each student is central to everything that we do. We will support all our students to achieve their individual learning goals and provide the widest possible curriculum choices to engage, challenge and motivate them. We recognise that learning takes place outside the classroom too, and we will strive to always provide the highest level of cultural and social experiences for all students.

### ‘BELIEVE’

We will foster and nurture the belief in all our students that they can have the highest aspirations for themselves and others, and that there are no goals beyond their reach. We will always respect, encourage and support the dreams and aspirations of every student throughout their time at Heworth. All students can be confident that no obstacles will prevent them from attaining their goals whether that be on the basis of their gender, race, creed, sexuality, personal circumstance or social background.

## 'ACHIEVE'

All students have the right to expect that they can reach the very highest levels of achievement at Heworth Grange and that no barriers exist that can prevent that success. Individuals will be recognised, respected, celebrated and valued for their individual achievements by all students, staff, parents, carers and the wider community.

## 2. Statutory requirements

As a secondary academy school we must provide RSE to all students as per section 34 of the [Children and Social work act 2017](#).

In teaching RSE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Heworth Grange we teach RSE as set out in this policy.

## 3. Policy development

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

1. Review – a school working group has reviewed all the 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 contacted and invited to review this policy
4. Pupil consultation – our student council investigated what exactly students 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 students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

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

RSE is not about the promotion of sexual activity.

## 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, students and staff, taking into account the age, needs and feelings of students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

## 6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum, at Heworth Grange this is called Learning for Life (L4L). Biological aspects of RSE are taught within the science curriculum.

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, 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). These areas of learning are also adapted to take into account the particular needs of SEND students.

## **7. Roles and responsibilities**

### **7.1 The governing board**

The governing board will hold the headteacher to account for the implementation of this policy.

The governing board has delegated the approval of this policy to the head teacher

### **7.2 The headteacher**

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from the 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 students
- › Responding appropriately to students whose parents wish them to be withdrawn from the non-statutory components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher. All staff are available to deliver RSE at Heworth and appropriate training will support any staffing changes.

### **7.4 Students**

Students 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.

Alternative work will be given to students 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 Martyn Searles, assistant Head teacher (Personal Development) through:

Weekly line management meetings, learning walks and curriculum reviews

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

This policy will be reviewed by: Martyn Searles, assistant Head teacher (Personal Development), annually. At every review, the policy will be approved by the head teacher

## Appendix 1: Curriculum map

### Relationships and sex education curriculum map

NATIONAL CURRRICULUM and RSE THEMES
Health & Wellbeing
Relationships – RSE themes
Living in the Wider World

<p><b><u>All About Me (SEAL &amp; Self Esteem)</u></b></p> <ul style="list-style-type: none"> <li>• Actions and consequences</li> <li>• The reasons for rules</li> <li>• Building positive relationships</li> <li>• Developing communication skills</li> <li>• Recognising your strengths and weaknesses &amp; how this affects your self-esteem</li> <li>• Identifying special people and places</li> <li>• Being unique</li> </ul>	<p><b><u>Careers &amp; WRF</u></b></p> <ul style="list-style-type: none"> <li>• Identifying strengths, knowledge and experience</li> <li>• Understanding job sectors</li> <li>• Basic employability skills &amp; why they are important</li> <li>• Matching your skills to particular jobs</li> <li>• Income &amp; Expenditure</li> <li>• Key items on a payslip</li> </ul>
<p><b><u>Creation Stories from Around the World</u></b></p> <ul style="list-style-type: none"> <li>• Different ideas about creation</li> <li>• Christian beliefs</li> <li>• Differences between Sikh &amp; Hindu creation stories</li> <li>• The Big Bang Theory</li> <li>• Paley’s Watchmaker Argument</li> <li>• Accepting the beliefs of others when they are different from you own</li> </ul>	<p><b><u>Drugs, Alcohol &amp; Smoking</u></b></p> <ul style="list-style-type: none"> <li>• Be able to calculate units from ABV</li> <li>• Understand Government guidelines</li> <li>• The effects of alcohol on the human body</li> <li>• Ingredients of a cigarette</li> <li>• Passive smoking</li> <li>• The effects of smoking on the body</li> <li>• Legal and illegal drugs</li> <li>• Drugs classification &amp; penalties</li> <li>• The effects of Cannabis on the body</li> </ul>

Year 7

### Comparing Judaism and Islam

- Comparing holy books and places of worship
- Comparing religious festivals
- Religious dress
- Understanding Passover and Ramadan
- Islamophobia
- Investigation: The Jewish community in Bensham, Gateshead

### Emotional Wellbeing

- What happens when you feel 'down'?
- Dealing with anxiety
- Stress (causes and symptoms)
- How to recognise anger
- Anger management techniques
- The importance of relaxation

### Prejudice, Discrimination & Stereotyping

- Understanding terms EQUALITY & DIVERSITY
- The difference between prejudice & discrimination
- Protected characteristics
- The effects on victims of prejudice and discrimination
- Investigation: Homophobia
- Bullying - The importance of tolerance and acceptance

### Staying Safe

#### County Lines

- What is 'county lines'?
- How gangs recruit young people
- Consequences of county lines activity
- Terminology used by gangs
- How to get help

#### Youth Crime

- Reasons for growing rate of youth crime
- Consequences of crime
- Local issues
- Growing rate of knife crime
- Keeping yourself safe

Year 8

### Careers/WRF

- Identifying personal strengths, interests, skills and qualities
- Types of employment
- Employment sectors
- Typical salaries and reasons why some jobs pay more than others
- Law relating to the employment of young people
- Basic banking
- Budgeting, saving & debt

### Extremism and Radicalisation

- What happens when we see things differently?
  - Extreme behaviours
  - Action that can be taken by pressure groups
  - How radicalisation happens
  - The impact of terrorism
- Case Studies: The Suffragettes, IRA, EDL & ISIS/ISIL

### Grooming & Child Sex Exploitation

- Understanding the terms CSE & grooming
- Recognising the signs that someone may be being groomed
- Identifying online dangers
- Identifying vulnerable young people
- Keeping yourself safe
- Case studies: Operation sanctuary  
Rochdale (Three Girls)

### Sex and Relationships

- The benefits of friendship
- Typical relationship progression
- Marriage and Divorce
- Levels of intimacy and Consequences
- The law in relation to consent
- The risks associated with unprotected sex
- Contraception
- Sexual orientation

Year 9

## Pregnancy

- Conception and Contraception
- Myths and facts about teenage pregnancy
- Government: Who is to blame?
- The impact of unplanned pregnancy
- The importance of pre-conceptual care
- Infertility
- Signs and symptoms of pregnancy
- FASD

Case Studies: a. Teenage Dad's in Sunderland b. Amber's Story c. Underage & pregnant

## Citizenship 1: Being British

- What does 'Being British' mean?
- Perceptions of the British
- British culture
- British values: Law, Democracy, Liberty & Respect
- British Institutions
- The Royal Family
- How other countries and cultures affects our lives in Britain

## Citizenship 3: Human Rights & UK Law

- What is the UDHR?
- Articles of the UDHR
- Human Rights abuse in the UK & around the world
- The work of Human Rights campaigners
- Female Genital Mutilation
- Criminal & Civil Law
- Crime and punishment
- Reasons why we punish

## Citizenship 2: Democracy

- Democracy v. Dictatorship
- The Democratic Process in the UK
- Your right to vote
- Political parties in the UK
- Parliament and Government
- How the Government raises and spends money
- General Elections
- Referendums
- Devolution

## Citizenship 4: Multiculturalism & Freedom of Faith in the UK

- How did we become a multicultural country?
  - How immigration is different today
  - The impact of migration
  - The variety and growth of religion in the UK
  - Religion & the law in the UK
  - The importance of tolerance
- Investigation: Using census information to see the change in religions in the UK over time

Year 10

### **Employability Skills**

- Skills that employers look for
- Identifying the skills needed for a job you are interested in
- Personal skills audit
- How to develop/improve your own skill set
- The benefits associated with non-paid/voluntary work
- Applying for jobs and courses
- Investigating pathways
- Creating a working CV
- Interview skills

### **Health and Safety in the Workplace**

- Understanding key terms in health and safety
- The duties of employers and employees in terms of health and safety
- Workplace hazards
- Health and safety signs and symbols
- The importance of personal protective equipment
- Basic fire safety; rules and regulations associated with fire safety
- Workplace stress
- First aid kits
- Your rights in terms of employee welfare

### **Sex and Relationships/Health Education**

- Increased responsibility for looking after your own health
- Testicular and breast self-examinations
- The role of the GUM clinic
- Building upon knowledge of STI's, HIV/AIDS
- Consent and rape
- The impact of drugs and alcohol on your choices and sexual behaviour
- Long and short term effects of drugs and alcohol misuse
- The effects of legal and illegal substances on your personal safety, career, relationships and lifestyle

Year 11

## Appendix 2: By the end of secondary school students should know

TOPIC	STUDENTS SHOULD KNOW
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 relationship</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>

TOPIC	STUDENTS SHOULD KNOW
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> <li>• That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</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>

TOPIC	STUDENTS SHOULD KNOW
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	