

# Relationships and Sex Education Policy



<b>Approved by:</b>	Curriculum Committee	<b>Date:</b> July 2020
<b>Last reviewed on:</b>	09/2020	
<b>Next review due by:</b>	09/2021	

## Contents

1. Aims .....	2
2. Statutory requirements .....	2
3. Policy development.....	2
4. Definition.....	3
5. Curriculum .....	3
6. Delivery of RSE .....	3
7. Roles and responsibilities .....	4
8. Parents' right to withdraw .....	4
9. Training .....	4
10. Monitoring arrangements.....	5
Appendix 1: Curriculum map .....	6
Appendix 2: By the end of secondary school pupils should know .....	7
Appendix 3: Parent form: withdrawal from sex education within RSE .....	14

---

### 1. Aims

The aims of relationships and sex education (RSE) at our school are to:

- › Provide a framework in which sensitive discussions can take place
- › Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- › Help pupils develop feelings of self-respect, confidence and empathy
- › Create a positive culture around issues of sexuality and relationships
- › Teach pupils the correct vocabulary to describe themselves and their bodies

### 2. Statutory requirements

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

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

At Cornelius Vermuyden School we teach RSE as set out in this policy.

### 3. Policy development

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

1. Review – a member of staff 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 make any adjustment to this 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 as per Appendix 1, where the Wellbeing roadmaps are shared, 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.

## 6. Delivery of RSE

RSE is taught within our personal, social, health and economic (PSHE) education curriculum delivered through Wellbeing. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Pupils also receive stand-alone sex education sessions delivered by a trained health professional.

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- › Families
- › Respectful relationships, including friendships
- › Online and media
- › Being safe
- › Intimate and sexual relationships, including sexual health

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).

## 7. Roles and responsibilities

### 7.1 The governing board

The governing board will approve the RSE policy and hold the headteacher to account for its implementation. The governing board has delegated the approval of this policy to the curriculum committee.

### 7.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] 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/non-science] 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.

The tutor team are responsible for teaching RSE at Cornelius Vermuyden School.

### 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/non-science] 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 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 Mr Jon Hibben (Assistant Headteacher) through a range of monitoring arrangements, such as planning scrutinies, learning walks, etc.

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

This policy will be reviewed by the curriculum committee annually. At every review, the policy will be approved by the governing board.

Appendix 1: Curriculum map

**Relationships and sex education curriculum map**

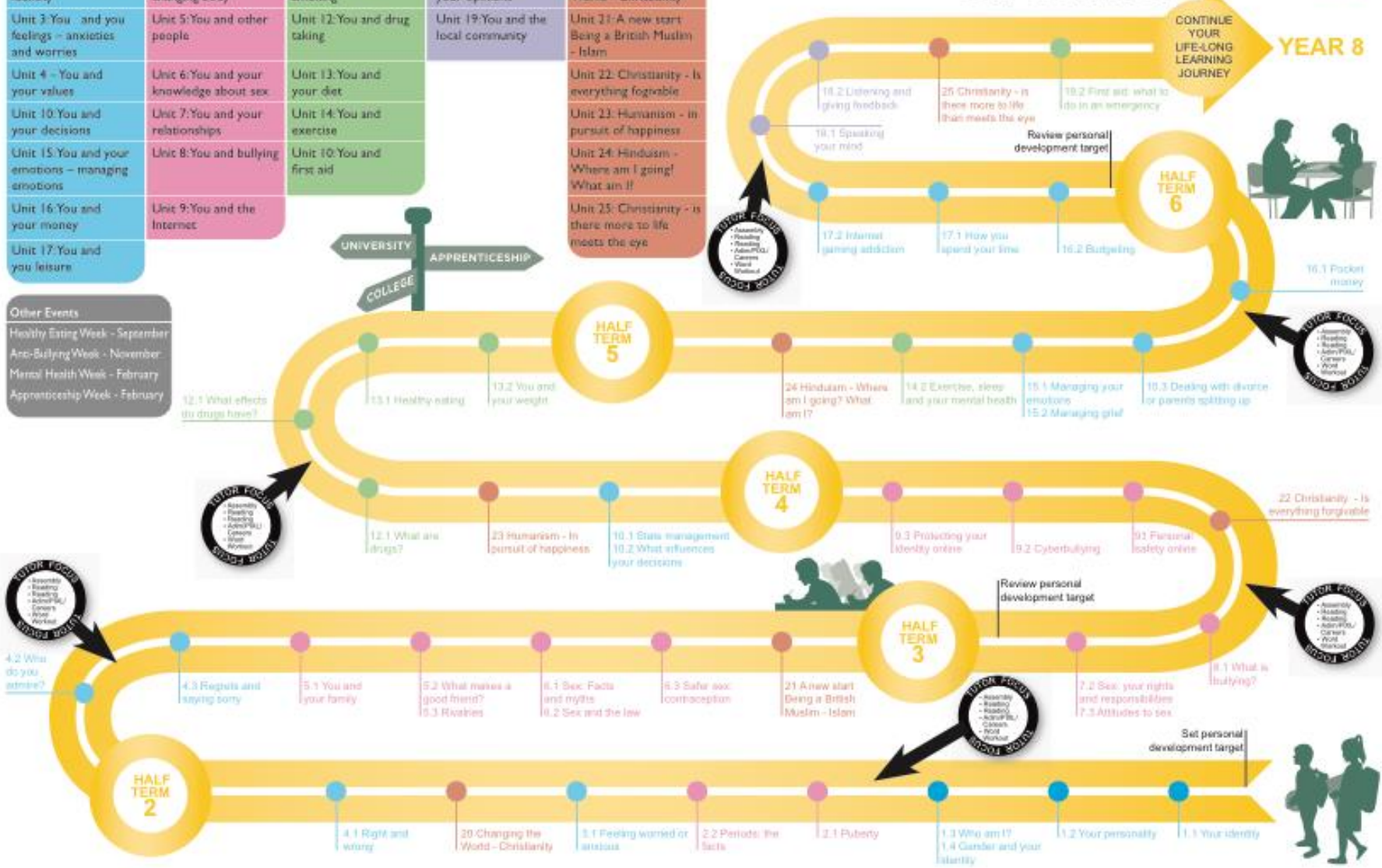
---

# Year 7 Personal wellbeing, relationship, health and sex education



Personal Wellbeing & Mental Health	Relationships & Sex Education	Physical Health & Wellbeing	Social Education	Religious Education
Unit 1: You and your identity	Unit 2: You and your changing body	Unit 11: You and smoking	Unit 18: You and your opinions	Unit 20: Changing the World - Christianity
Unit 3: You and your feelings - anxieties and worries	Unit 5: You and other people	Unit 12: You and drug taking	Unit 19: You and the local community	Unit 21: A new start Being a British Muslim - Islam
Unit 4 - You and your values	Unit 6: You and your knowledge about sex	Unit 13: You and your diet		Unit 22: Christianity - Is everything forgivable
Unit 10: You and your decisions	Unit 7: You and your relationships	Unit 14: You and exercise		Unit 23: Humanism - In pursuit of happiness
Unit 15: You and your emotions - managing emotions	Unit 8: You and bullying	Unit 10: You and first aid		Unit 24: Hinduism - Where am I going? What am I?
Unit 16: You and your money	Unit 9: You and the Internet			Unit 25: Christianity - Is there more to life than meets the eye
Unit 17: You and your leisure				

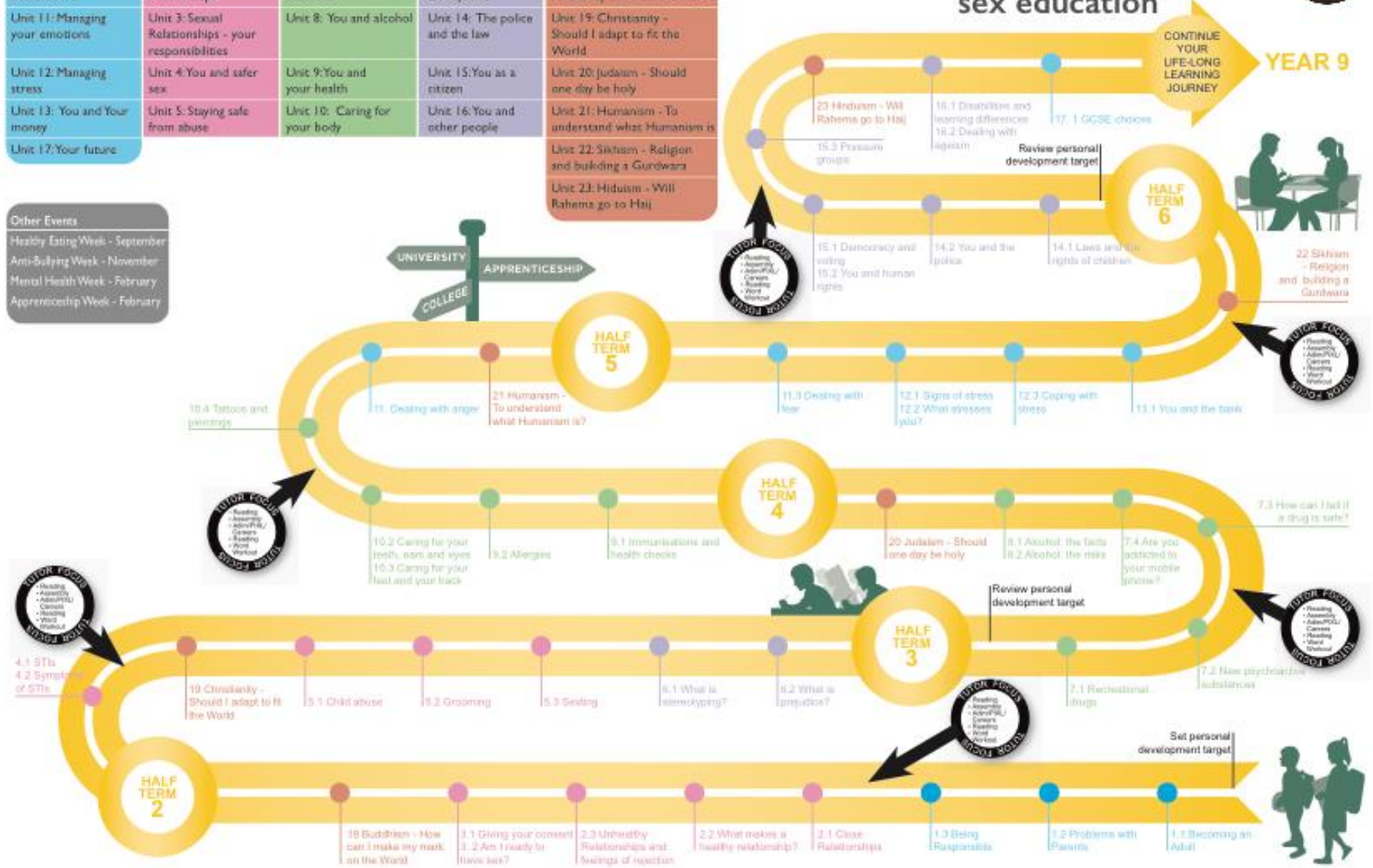
- Other Events**
- Healthy Eating Week - September
  - Anti-Bullying Week - November
  - Mental Health Week - February
  - Apprenticeship Week - February



Personal Wellbeing & Mental Health	Relationships & Sex Education	Physical Health & Wellbeing	Social Education	Religious Education
Unit 1: You and adolescence	Unit 2: You and your relationships	Unit 7: Drugs and addiction	Unit 6: Stereotyping & Prejudice	Unit 18: Buddhism - How can I make my mark on the World
Unit 11: Managing your emotions	Unit 3: Sexual Relationships - your responsibilities	Unit 8: You and alcohol	Unit 14: The police and the law	Unit 19: Christianity - Should I adapt to fit the World
Unit 12: Managing stress	Unit 4: You and safer sex	Unit 9: You and your health	Unit 15: You as a citizen	Unit 20: Judaism - Should one day be holy
Unit 13: You and Your money	Unit 5: Staying safe from abuse	Unit 10: Caring for your body	Unit 16: You and other people	Unit 21: Humanism - To understand what Humanism is
Unit 17: Your future				Unit 22: Sikhism - Religion and building a Gurdwara
				Unit 23: Hinduism - Will Bahema go to Haj

**Other Events**  
 Healthy Eating Week - September  
 Anti-Bullying Week - November  
 Mental Health Week - February  
 Apprenticeship Week - February

# Year 8 Personal wellbeing, relationship, health and sex education

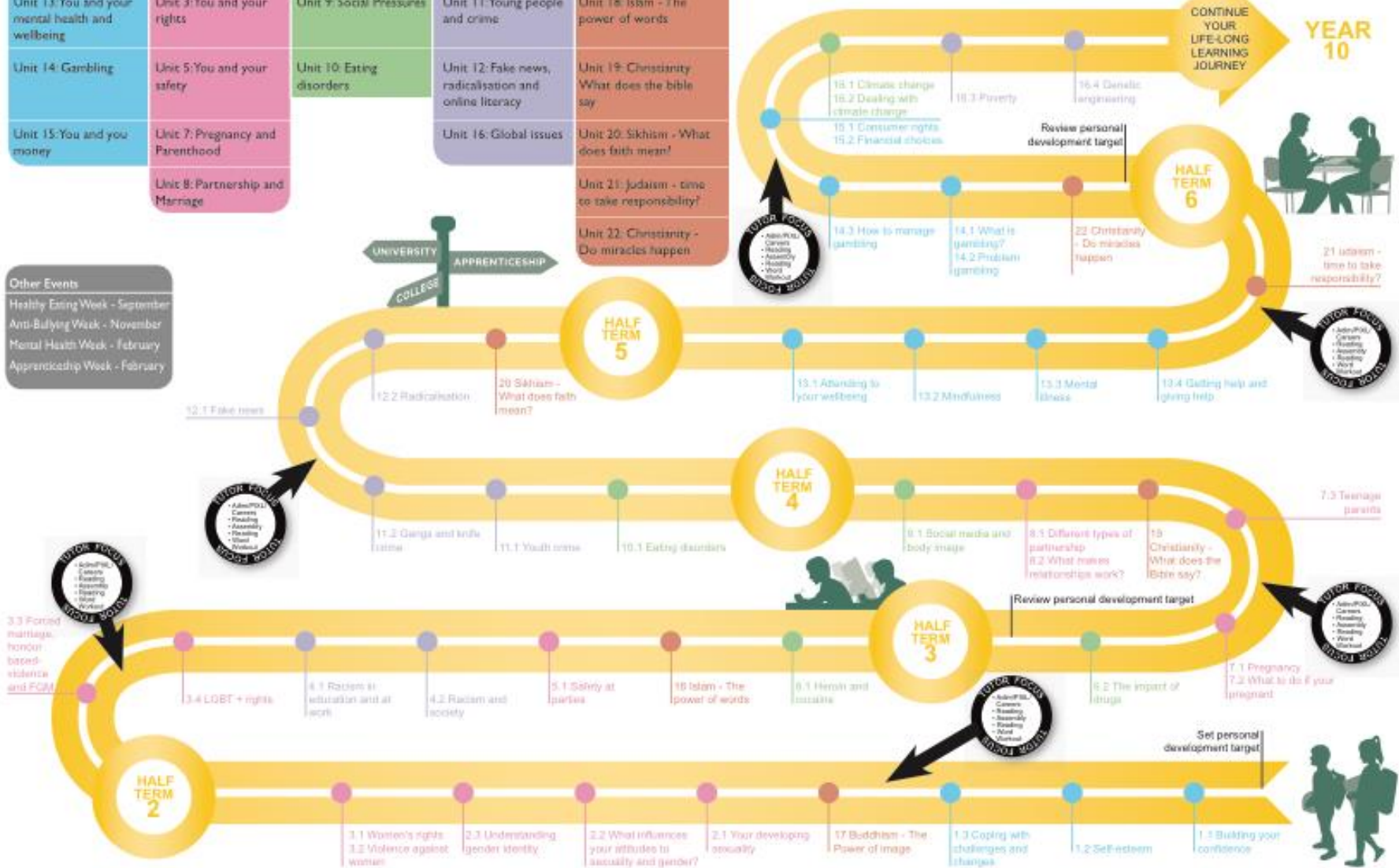




Personal Wellbeing & Mental Health	Relationships & Sex Education	Physical Health & Wellbeing	Social Education	Religious Education
Unit 1: You, your confidence and self-esteem	Unit 2: You and your sexuality and gender	Unit 6: Drugs and drug taking	Unit 4: Racism, prejudice and discrimination	Unit 17: Buddhism - The Power of image
Unit 13: You and your mental health and wellbeing	Unit 3: You and your rights	Unit 9: Social Pressures	Unit 11: Young people and crime	Unit 18: Islam - The power of words
Unit 14: Gambling	Unit 5: You and your safety	Unit 10: Eating disorders	Unit 12: Fake news, radicalisation and online literacy	Unit 19: Christianity - What does the bible say
Unit 15: You and you money	Unit 7: Pregnancy and Parenthood		Unit 16: Global issues	Unit 20: Sikhism - What does faith mean?
	Unit 8: Partnership and Marriage			Unit 21: Judaism - time to take responsibility?
				Unit 22: Christianity - Do miracles happen

**Other Events**  
 Healthy Eating Week - September  
 Anti-Bullying Week - November  
 Mental Health Week - February  
 Apprenticeship Week - February

# Year 9 Wider Curriculum, relationship, health and sex education

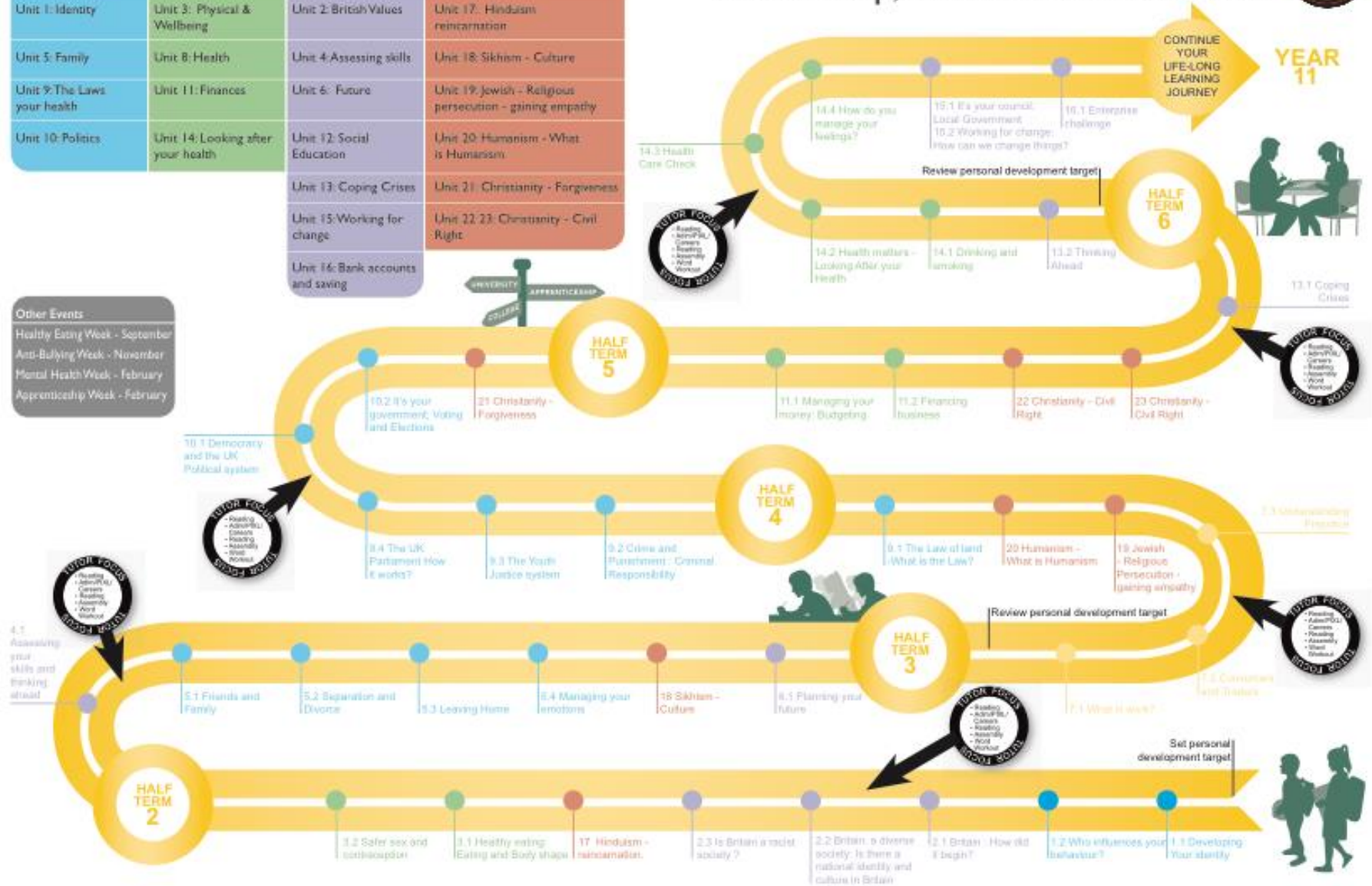


# Year 10 Personal wellbeing, relationship, health and sex education



Personal Wellbeing & Mental Health	Physical Health & Wellbeing	Social Education	Religious Education
Unit 1: Identity	Unit 3: Physical & Wellbeing	Unit 2: British Values	Unit 17: Hinduism - reincarnation
Unit 5: Family	Unit 8: Health	Unit 4: Assessing skills	Unit 18: Sikhism - Culture
Unit 9: The Laws your health	Unit 11: Finances	Unit 6: Future	Unit 19: Jewish - Religious persecution - gaining empathy
Unit 10: Politics	Unit 14: Looking after your health	Unit 12: Social Education	Unit 20: Humanism - What is Humanism
		Unit 13: Coping Crises	Unit 21: Christianity - Forgiveness
		Unit 15: Working for change	Unit 22, 23: Christianity - Civil Right
		Unit 16: Bank accounts and saving	

**Other Events**  
 Healthy Eating Week - September  
 Anti-Bullying Week - November  
 Mental Health Week - February  
 Apprenticeship Week - February



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

TOPIC	PUPILS 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	PUPILS 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	PUPILS 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	