King James's School Federation

POLICY STATEMENT

Relationship and Sex Education Policy

Policy last reviewed (date)	March 2023
Ratified by Governors (date)	March 2023
Next policy review due (date)	March 2024
Due for review by Governors (date)	March 2024
Staff Lead	Assistant Headteacher / DSL

MISSION STATEMENT:

This policy will support the school by being reflective of the Governors' direction and School's development plan. It will be used in an efficient and effective manner by incorporating advice from the North Yorkshire County Council Guidance for schools on developing a Relationships and Sex Education Policy and implementing effective provision (September 2021) and the Department for Education guidance on statutory Relationships Education, Relationships and Sex Education (RSE) and Health Education (2021).

It also meets safeguarding responsibilities as set out in the Keeping Children Safe in Education Guidance, the Equality Act 2010 and an understanding of the Ofsted inspection framework and links to the Relationships Education, RSE and Health Education.

Significant revisions since the last review:

No significant revisions as DfE Guidance and NYCC guidance not updated since Sept 2021.

This policy links to our related school policies:

- Safeguarding / child protection.
- Confidentiality Policy
- Anti-bullying policy
- PSHE Policy
- Online safety policy
- Inclusion Policy
- Teaching and Learning
- Assessment
- Science Curriculum
- Equalities Duty

Relationships Education, Relationships and Sex Education and Health Education has been statutory for all schools since September 2020. The Relationships Education, Relationships and Sex Education and Health Education guidance was published in June 2019 and updated in September 2021.
The policy has been produced in consultation with Governors and will be shared with staff and parents/carers on the school website and Its Learning.

The importance and purpose of Relationship and Sex Education (RSE)

Relationships and Sex Education is learning about the emotional, social and physical aspects of growing up, relationships, sex, sexuality and sexual health. It should support pupils gain accurate information, develop skills and form positive beliefs, values and attitudes. It also gives pupils essential skills for building positive, enjoyable, respectful, loving and non- exploitative relationships staying safe both on and offline. This enables them to take responsibility for their body, relationships, reproduction, sexual health and wellbeing.

Relationship and Sex Education is vital in fulfilling our statutory duty to protect and safeguard our pupils, to promote their wellbeing and prepare them for the physical and emotional changes they will experience so they are better equipped for the challenges, opportunities and responsibilities of adult life. Because of the personal and social nature of the topics covered in RSE, values and attitudes are a central part of the learning and moral development. Our whole school ethos and values support a safe learning environment for RSE. Technology is evolving at a tremendous pace and the need to protect children from inappropriate online content, cyber-bullying and exploitation is a growing concern. It is therefore an important aspect of our PSHE programme.

In summary this means we have a duty that our Relationships and RSE will be age appropriate, building knowledge and life skills over time in a way that prepares pupils for issues they will soon face.

The Relationship and Sex Education Curriculum

Some elements of the RSE curriculum are covered by the statutory requirements of the Science curriculum. The curriculum delivered through PSHE lessons covers:

Relationships and Sex Education

Families	
	• 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.
Respectful relationships, including friendships	• 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. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. • 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.

Online and media	• 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.
	• 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	• 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.
	• 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).
Intimate and sexual relationships, including sexual health	• 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.
	• 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 and menopause.
	• 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.

Health Education

Mental wellbeing	• how to talk about their emotions accurately and sensitively, using appropriate vocabulary. • that happiness is linked to being connected to others. • how to recognise the early signs of mental wellbeing concerns. • common types of mental ill health (e.g. anxiety and depression). • how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health. • the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service- based activities on mental wellbeing and happiness.
Internet safety And harms	• The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may create a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online. • how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.
Physical health and fitness	• the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress. • the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio- vascular ill-health. • about the science relating to blood, organ and stem cell donation.
Healthy eating	• how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.

Drugs, alcohol and tobacco	• the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.
	• the law relating to the supply and possession of illegal substances.
	• the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.
	• the physical and psychological consequences of addiction, including alcohol dependency.
	• awareness of the dangers of drugs which are prescribed but still present serious health risks.
	• the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.
Health and prevention	• about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.
	• about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.
	• (late secondary) the benefits of regular self-examination and screening.
	• the facts and science relating to immunisation and vaccination.
	• the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.
Basic first aid	• basic treatment for common injuries.
	• life-saving skills, including how to administer CPR.15
	• the purpose of defibrillators and when one might be needed.
Changing adolescent body	• key facts about puberty, the changing adolescent body and menstrual wellbeing.
	• the main changes which take place in males and females, and the implications for emotional and physical health.

The Law

It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. There are many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions. Pupils should be aware of the relevant legal provisions when relevant topics are being taught for example:
- marriage
- consent, including the age of consent
- violence against women and girls
- online behaviours including image and information sharing (including 'sexting, youth produced sexual imagery, nudes etc)
- pornography

- abortion
- sexuality
- gender identity
- substance misuse
- violence and exploitation by gangs
- extremism / radicalisation
- criminal exploitation (for example through gang involvement or county lines)
- hate crime
- female genital mutilation (FGM)

Attitudes and Values

- learning the importance of values, individual conscience and moral considerations
- learning the value of marriage, family life and stable relationships
- learning the value of respect, love, care and relationships that are healthy, equal and safe
- exploring, considering and understanding moral dilemmas
- challenge stereotypes and gendered expectations for both boys and girls (including the gender expectations of sex portrayed through pornography)
- developing critical thinking as part of decision making

Personal and Social Skills

- learning to manage emotions and relationships confidentially and sensitively
- developing self-respect and empathy for others
- equipped with the information, skills and values to have safe, fulfilling and enjoyable relationships
- learning to make choices based on an understanding of difference and with an absence of prejudice
- explore and develop the social and personal skills needed to make informed choices with an appreciation of the consequences of choices made
- develop assertiveness skills to managing negotiation and conflict
- learning how to recognise and avoid abuse, control and exploitation, and how to seek help if they are being abused / exploited
- learning how to recognise pressure and ways of dealing with it
- understand a range of 'different families', sexualities and the gender spectrum: Lesbian, Gay, Bisexual and Transgender (LGBT) and able to challenge transphobic and homophobic, bi-phobic and transphobic language and bullying and make all people feel included.
- able to take responsibility and have respect for their bodies, wellbeing and sexual health
- develop the knowledge and skills to be able to seek appropriate help

Knowledge and Understanding

- learning and understanding physical and emotional development at appropriate stages, including the appropriate terminology to describe the names for their genitalia and reproductive organs
- learn that their body belongs to them and they can say who has access to it
- learn and implement strategies to keep safe both on and offline (including inappropriate online content, cyberbullying and exploitation)
- consider the impact of the media on body image and portrayal of all genders
- understanding human sexuality, reproduction, sexual health, emotions and healthy relationships
- learning about contraception and protection and the importance of protecting against STI's, HIV and AIDS and the range of local and national sexual health advice, contraception and support services
- learning the reasons for delaying sexual activity, and the benefits to be gained from such a delay
- the avoidance of unplanned pregnancy
- learn about the law and sexual consent.

This is delivered through a programme which:

- caters for students' needs and is sensitive to individuals and groups
- assists students to understand their personal responsibilities for their own bodies
- encourages the acceptance of sexual matters without embarrassment
- enables students to accept variations in rates of growth and development, physical, social and emotional
- creates an atmosphere where questions and discussions can take place without embarrassment
- provides reassurance that change is part of the life cycle and enables students to develop strategies for coping with change
- involves extended service providers who specialise in relationship and sex education as part of the PSHE programme and enrichment
- provides guest speakers in lessons to ensure students have access to unbiased and independent information
- enables students to communicate about any unwanted invasion of personal body space and/or their body
- raises awareness of sources of help and enables students to acquire the skills and confidence to seek out and engage with external advice and support, school liaises with parents to secure students' welfare through the school's pastoral system and nurses. Nurse and Healthy Child Team will suggest appropriate resources for lessons/school website/Its Learning and offer more targeted intervention for individuals/small groups where appropriate
- Ensures a response to current practice, developments and incidents in young people's lives both locally and nationally eg online access, pornography, sexualised behaviour, upskirting, inappropriate images on-line grooming, child sexual exploitation (CSE), sexting, bullying (including cyber bullying), peer on peer/teenage relationship abuse, initiation/hazing type violence and rituals, domestic violence, sexual violence and harassment, LGBT issues, Female Gender Mutilation (FGM), Forced Marriage (FM), etc.

The programme is delivered in keeping with the school's values. Morality is an essential part of sexuality and relationships. The relationship and sex education programme will work towards promoting the values that are important in society. These include:

- value of family life, friends and the wider community
- taking responsibility for choices and actions
- respect for individual and human rights
- respect for human dignity
- freedom from exploitation
- respect for diversity and minority groups.

The curriculum will be taught in mixed gender groups in timetabled PSHE lessons, Science lessons and will be enriched through assemblies and Learning Manager activities during form time.

Assessing, monitoring, evaluating and reviewing RSE

RSE will be assessed in accordance with the school's policy for Assessment, Monitoring, Evaluating and Reviewing of Curriculum Subjects. Assessment of the curriculum should:
- Be planned from the beginning as an integral part of teaching and learning
- Ensure all pupils make progress in achieving the expected educational outcomes for Relationships, RSE and Health Education from September 2020
- Provide regular opportunities for pupils to give and receive feedback on their progress and achievements, helping them to identify what they should do next

- Enable pupils to identify and gather evidence of their progress in developing knowledge, skills, understanding and attitudes
- Bi-annually complete the Growing up In North Yorkshire Survey to support the monitoring and evaluation of the RSE provision and to identify any emerging issues for pupils

Monitoring and Evaluation

The RSE programme is regularly monitored and evaluated within the school's framework for teaching and learning and delivery of the curriculum. The views of pupils, parents/carers and staff are used to make changes and improvements to the programme on an ongoing basis.

- To review and plan the content and delivery of the programme of study for RSE
- To review resources and renew as appropriate

To update training in line with current guidance and staff identified needs.

Roles and responsibilities Student entitlement

The school regards access to a coherent programme of relationship and sex education as a fundamental right for all students and will provide appropriate courses for all students. This is regardless of disability, educational needs, race, nationality, ethnic or national origin, sex, gender, identity, religion, sexual orientation or looked after children. The programme is structured to emphasise the individual students' responsibility for the health of their own body.

All aspects of relationship and education are taught within a moral framework and with due regard and sensitivity to the range of different values and beliefs within a multi-faith and multi-cultural society. We promote all pupils' spiritual, moral, social and cultural development to enable them to participate fully in democratic, modern Britain.

Parent/Carer entitlement

We work in active partnership with families, value their views and endeavour to keep them informed of Relationship Education and RSE provision. This policy is published on the school website. Parents are notified in writing and given information about the programme prior to the RSE programme being delivered. Links to resources and help from external agencies will be available on the website to support parents/carers in appropriate discussions with their child.

All parents/carers have a legal right to withdraw their child from Sex Education within the Relationship and Sex Education programme element of PSHE lessons (not the Relationships or Health Education or Sex Education lessons in the Science National Curriculum). The request to withdraw can be respected up to and until three terms before a child turns 16. After that point, if the child wants to receive sex education rather than be withdrawn, we will make arrangements to provide the child with sex education during one of those terms.

A minority of parents/carers may wish to do so, and in this event, they should contact the Headteacher. The school will discuss individual cases with the family concerned and ensure appropriate, purposeful education during the period of withdrawal.

School staff

The Assistant Headteacher will be responsible for monitoring the provision of RSE and for reporting the results to the Senior Leadership Team, and to the Governors. The PSHE co-ordinator is responsible for the implementation and quality of long term and medium term RSE schemes of work, ensuring pupils make progress, ensuring staff are confident to deliver the programme, ensure procedures for assessment, monitoring

and evaluation are in place, evaluating the programme, reporting the findings on an annual basis and for making recommendations for changes to the programme. The RSE programme is regularly monitored and evaluated within the school's framework for teaching and learning and delivery of the curriculum. The views of pupils, parents/carers and teachers are used to make changes and improvements to the programme on an ongoing basis. Staff will be provided with the appropriate training to deliver the programme and ensure that they appropriately report any information or disclosure which raises concern that a child may be at risk of significant harm as per school safeguarding procedures. The Headteacher and Governing body are responsible for ensuring there is an up to date RSE policy and that this is delivered and resourced appropriately.

Pupils have access to on-site sexual health provision including advice about sexual health through the School Nurse and advice and support around contraception services and STI testing through the Healthy Child Team appointments and drop in service. Appropriate signposting to local support services including sexual health services is provided by the Pastoral Team and Nursing Team.

External agencies
Visitors may be used alongside teaching staff to enhance the delivery of the curriculum. We will ensure that the visitor or visiting organisations credentials have been appropriately checked and the information they provide fits with our planned programme and published policy.