



Rossendale School

RELATIONSHIP AND SEX EDUCATION POLICY

Our Aims:

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

- Make pupils more respectful by; Providing a framework in which sensitive discussions can take place Helping pupils develop feelings of self-respect, confidence and empathy Creating a positive culture around issues of sexuality and relationships
- Make our pupils more resourceful by; Helping them understand how to develop healthy, nurturing relationships of all kinds, not just intimate relationships. Teaching them the correct vocabulary to describe themselves and their bodies Equipping with the confidence and knowledge that will enable them to resist pressure to have sex (and not applying pressure)
- Make our pupils more resilient by; Preparing them for the changes that occur to their bodies, minds, and emotions as a consequence of growth from childhood to adulthood Giving them an understanding of sexual development and the importance of health and hygiene Helping them understand the positive effects that good relationships have on their mental wellbeing,
- Making our pupils more reflective by; Enabling them to identify what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship Teaching what is acceptable and unacceptable behaviour in relationships so that they can identify when relationships are not right and understand how such situations can be managed.
- Making our pupils more responsible by; Ensuring they understand the importance of using contraception Building their understanding of the reasons for delaying sexual activity. Effective RSE supports people, throughout life, to develop safe, fulfilling, and healthy sexual relationships, at the appropriate time. Effective RSE does not encourage early sexual experimentation.

At Rossendale School we believe that our high-quality Relationships and Sex Education will stay with our students for life.

RSE is **not** about encouraging teenagers to become sexually active nor is it about promoting any particular lifestyle of relationship choice. RSE is about providing students with the knowledge, skills and confidence to make safe, healthy and informed relationship choices as young people and in the future as adults. We believe in empowering our students to understand their bodies, to reflect on their relationship values and to be able to openly discuss relationships and sex. We believe that this approach will reduce the risk of unhealthy and abusive relationships.

At Rossendale School our RSE program will:

- Be age appropriate and differentiated to the needs of ALL students.
- Present information in an objective, balanced and sensitive manner.
- Encourage the development of social skills and strategies, which will reduce the risk of exploitation, misunderstanding and abuse.
- Be fully **inclusive of all genders, sexual orientations and all types of families (LGBT inclusive)**.
- Develop a clear understanding of the importance of **consent**; how to give, withdraw, ask for and recognise consent.
- Reinforce the importance of **loving relationships**, rooted in **mutual respect**.
- Explore the skills needed for **effective parenting** and how to assess one's readiness to be a parent.
- Represent all types of families and to explore the different methods for starting a family.
- Ensure that BAME, LGBT and people with disabilities are positively represented in our curriculum.
- Ensure students can identify the qualities of **healthy and unhealthy relationships**.
- Allow students to examine the physical and emotional implications of sexual behaviour and to explore the arguments for **delaying sexual activity**.
- Make students aware how and where to **seek help** if they are in an unhealthy or abusive relationship.
- Prepare students for the journey from **adolescence to adulthood**.
- Provide students with a safe environment to learn about **sexual orientation and gender identity**, reinforcing the importance of mutual respect and tackling LGBT misconceptions, homophobia, transphobia, bi-phobia and gender stereotypes.
- Ensure that students have a clear understanding of **sexual and reproductive biology**, including knowledge of HIV and other sexually transmitted diseases.

- Provide students with knowledge around grooming, sexual exploitation and domestic abuse including the behaviours that coincide with this. It will also address female genital mutilation (FGM) and the relevant issues in relation to this.
- Ensure students understand the different risks associated with various types of sexual activity and understand how to engage **in safe sexual activity** by exploring a range of **contraception**.
- Place paramount importance on online safety and the risks of using social media and the internet for sexual purposes.
- Develop students' understanding of the dangers of pornographic material.
- Pupils will be taught the facts and the law in relation to the RSE curriculum.

For a curriculum overview of all the areas covered please refer to Appendix 1.

How is PSHE education provided in school

Based within the PSHE curriculum, RSE will be delivered to each year group, it is likely to take (but is not limited to) one half term out of each academic year. There will be learning opportunities across the curriculum, it may be explicit in other curriculum subjects, e.g., science, IT, PE, or could be as part of assembly or form time. In addition, specific projects (such as RSE Day) or whole school suspended timetable activities will also serve to enrich the RSE teaching and activities across the school. It is considered as an integral part of the teaching and learning process.

The RSE programme will be taught by PSHE teachers and HTLA's. The Curriculum Leader for PSHE ensures the consistent and appropriate delivery of the curriculum. Staff are trained on the delivery of RSE as part of their continuing professional development (CPD).

Any RSE lesson may consider questions or issues that some students will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When students ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time or referred to a health professional.

Under the Equalities Act 2010 Rossendale School must strive to do the best for all students, irrespective of disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity, religion or sexual orientation or whether they are looked after children.

As well as being given knowledge and information, students will be encouraged to respect diversity. Staff teaching Relationships and Sex Education will be expected to do the same. They will not let any differing personal beliefs and attitudes influence their teaching. All prejudicial views and discrimination will be challenged and dealt with in line with the school's policies.

Working with external agencies

At School we recognise the importance of working with external agencies to assist us in delivering a broad and balanced curriculum, using expert input where it is available and relevant. As such, external agencies may, from time to time, support the delivery of RSE. The Curriculum Leader for PSHE will also ensure that the input of the external agency is clearly planned to fit into the school's RSE programme and that it is monitored and evaluated.

Right to be excused from relationships and sex education

Parents, carers and guardians have the right to withdraw their children from all or part of the sex education, delivered as part of statutory RSE. This does not include those parts included in the statutory National Curriculum (i.e. in Science lessons). Parents, carers and guardians who wish to withdraw their children from the RSE programme should make this request in writing to the Head teacher.

The Head teacher or another senior member of staff, will meet with the parents, carers and guardians to discuss the curriculum, and ascertain which aspects are not appropriate for the family. This meeting will give the school the chance to put forward the benefits of the relationships and sex curriculum and to highlight the potential detrimental effects of not partaking in parts of the curriculum, as well as understanding the views of the family.

The school will ensure that appropriate, purposeful work is provided for students who have been withdrawn from Sex Education lessons.

Please note, there is no right to withdraw from Relationships or Health Education.

The school will respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school will make arrangements to provide the child with sex education during one of those terms.

Safeguarding

Rossendale School acknowledges that RSE is crucial for creating a culture of safeguarding within the school and for meeting our statutory obligations as outlined in Keeping Children Safe in Education.

We recognise that when discussing some of the issues RSE covers, some pupils could disclose abuse or other harmful experiences. In cases of a disclosure, all staff have statutory training around child protection and will follow the schools safeguarding policy and procedures.

Monitoring, Reporting and Evaluation

Teachers will critically reflect on their work in delivering RSE through discussion in departmental meetings and as part of the annual curriculum review of PSHE.

The Curriculum Leader for PSHE will oversee and organise the monitoring and evaluation of RSE, in the context of the overall school plans for monitoring the quality of teaching and learning. This will be done in consultation with members of the Senior Leadership Team.

Students will have opportunities to review and reflect on their learning during lessons and when completing their evaluation at the end of the topic. They also have the opportunity to raise questions at pupil voice whilst meeting with senior staff.

Ofsted is required to evaluate and report on spiritual, moral, social and cultural development of students. This includes evaluating and commenting on the school's relationships and sex education policy, and on support and staff development, training and delivery.

Complaints

Parent/carer/guardian or public complaints about the school's RSE provision should be addressed through the school's complaints procedure. The schools complaints policy is available from the school website.

RSE Policy Review Date

This policy will be reviewed by the Curriculum Leader for PSHE, the Senior Leadership Team and Governors regularly. This will ensure that Rossendale School is continuing to meet the government guidance and ensure that students have access to high quality learning and teaching in RSE.

Appendix 1

By the end of secondary school

Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary.

Families	<p>Pupils should know:</p> <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 – for example, 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), how to seek help or advice, including reporting concerns about others, if needed
Respectful relationships, including friendships	<p>Pupils should know:</p> <ul style="list-style-type: none">● the characteristics of positive and healthy friendships, in all contexts including online, such as:● 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 (for example, 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

	<ul style="list-style-type: none"> 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
Respectful relationships, including friendships Online and media	Pupils should know: <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 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, for example 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	Pupils should know: <ul style="list-style-type: none"> 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	Pupils should know: <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 that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, for example 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

	<ul style="list-style-type: none"> • 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 and 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
<p>Intimate and sexual relationships, including sexual health</p> <p>The Law</p>	<p>It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions. Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:</p> <ul style="list-style-type: none"> • 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 and radicalisation • criminal exploitation (for example, through gang involvement or 'county lines' drugs operations) • hate crime • female genital mutilation (FGM)